



TO: Roger Breed, Ed.D.
Commissioner of Education

FROM: Donlynn Rice, Administrator, Curriculum, Instruction, and Innovation
Jim Havelka, Havelka Educational Services

SUBJECT: Teacher and Principal Effectiveness

Proposed Board Action:

Authorize the Commissioner to Proceed with the Development of a Model Teacher and Principal Evaluation System

Background Information:

In November the State Board approved a Framework for Teacher and Principal Effectiveness. The performance expectations set forth in the document could serve as the foundation for developing evaluation instruments to gauge teacher and principal effectiveness. In January the State Board requested that sample models from other states be sent to them as information. The following four states are being studied.

(1) Rhode Island - The "Rhode Island Model Guide to Evaluating Building Administrators and Teachers" is attached. While local Rhode Island districts can propose alternative approaches that meet state standards, the state-designed model is the presumptive model for the state's districts. Teachers are evaluated in three areas: student learning, professional practice, and professional responsibilities. Student learning is the predominant criterion and is measured through student learning objectives for each grade and subject and through state tests for teachers of reading and math in Grades 3-7. All teachers must be evaluated annually based on multiple observations and are rated at one of four levels: highly effective, effective, developing, and ineffective. Rhode Island has discontinued its policy of automatic tenure. Teachers who receive two years of ineffective ratings can be dismissed; a teacher with five years of ineffective ratings cannot have his/her certificate renewed. Implementation of the Rhode Island model began in 2011-12.

(2) Colorado - The "State Council for Educator Effectiveness Report and Recommendations" is attached. This document forms the basis for the model teacher and principal evaluation systems which are currently being developed and implemented. The report is an outcome of state legislation passed in 2010. Full implementation in local districts is planned for 2014-15. Local districts must either adopt the State Model Evaluation or provide evidence that their local evaluation system meets or exceeds the requirements of the state law. Fifty percent of the evaluation is based on state-approved measures of student growth. The remaining 50% includes evaluation of content knowledge, learning environment, facilitating learning, reflecting on practice, and leadership. Probationary teachers must earn three consecutive "effective" ratings to gain tenure and tenured teachers who receive two consecutive "ineffective" ratings return to probationary status and have one year to improve.

(3) Massachusetts - Two documents are attached, an "Overview of the New Massachusetts Educator Evaluation Framework" and a two-page summary of the framework. In June, 2011, the State Board approved new regulations for educator evaluation to be implemented in Race to the Top districts in 2012 and in all districts in 2013. In January, the Massachusetts Department of Education will release the Educator Model Evaluation System which includes protocols and rubrics for evaluating superintendents and principals, suggested contract language for teacher evaluation, implementation guidelines and other resources. Districts will have the choice of adopting the model, adapting it to the local context, or revising their existing systems. State approval of local rubrics and protocols will be required. Districts must have an evaluation system in place for 2013-14 that includes a 5-step evaluation cycle, state teaching standards and core indicators, the statewide rating scale with four levels of performance, categories of required evidence including student growth data and observation data, ratings of teacher and principal impact on student learning, and differentiated plans for professional

growth based on career stage and performance. Evaluation policies are subject to collective bargaining and the state regulations include a set of principles that form the parameters of local bargaining on this issue.

(4) Iowa - Attached is Iowa's guidance document: "A Model Framework for Designing a Local Staff Evaluation System." Iowa districts must adopt a teacher evaluation systems that are aligned to the Iowa teaching standards. The local district, however, determines what policies, procedures, and process are needed. Local teacher evaluation plans are required to include: the Iowa teaching standards, comprehensive evaluation of beginning teachers that includes the use of the State Education Department's evaluation instrument, performance reviews of career teachers once every three years including classroom observation, a review of the teacher's progress on the Iowa teaching standards, a review of the teacher's individual professional development plan, and supporting documentations from evaluators, teachers, parents, and students. Evaluators must complete online training. According to Department staff, new evaluation legislation will be introduced in January.

**Estimated Cost:**

To be determined

**Supporting Documentation Included:**

Rhode Island Model Guide to Evaluating Building Administrators and Teachers  
Colorado's State Council for Educator Effectiveness Report and Recommendations  
Overview of the New Massachusetts Educator Evaluation Framework and a two page summary  
A Model Framework for Designing a Local Staff Evaluation System from Iowa

**For Additional Information on this item:**

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# **The Rhode Island Model:**

## *Guide to Evaluating Building Administrators and Teachers*

### **2011-2012**



Dear Rhode Islanders,

Together, we are opening a new chapter in the history of education in Rhode Island. Our state's learning communities are uniquely positioned to transform Rhode Island's education system at a time when the eyes of the nation are focused on improving outcomes for *all* students. Our schools must be centers of excellence, and our educators deserve a fair, accurate, and meaningful evaluation system that will help them take student achievement to new heights.

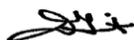
Educators across the Ocean State have been working hard over the last year to develop a new evaluation system focused on professional growth and student achievement. Educators from more than 23 districts and organizations collaborated to create the Rhode Island Model Educator Evaluation System, which is grounded in the Educator Evaluation System Standards approved by the Board of Regents in 2009. Many public forums, outreach sessions and webinars have been held to share information about the work and to solicit feedback. We should all be proud to implement a system that represents the best thinking from Rhode Island educators.

This guide will be an essential tool in ensuring the success of this effort. Every step of the evaluation process is focused on helping educators grow and develop as professionals, for the benefit of our students. A second guide designed specifically for teachers will be published in late August. In addition, RIDE will provide workshops, webinars, training tools for school-based training and support from intermediary service providers (ISPs), who will train and support school administrators as they familiarize themselves with the new system. Success will require open communication and a renewed spirit of teamwork at every level.

Transformation takes time and practice. Based on feedback from educators in the field, RIDE chose to implement the Rhode Island Model gradually during 2011-2012 school year in preparation for full implementation the following year. The purpose of gradual implementation is to give educators a school year to learn, practice, and provide feedback on the new system. This is a valuable opportunity for hands-on practice, which will allow schools and districts to identify challenges and begin developing solutions before stakes are attached to final evaluation ratings. RIDE values feedback, and will be looking for opportunities throughout the year to refine the system based on ideas from teachers, principals, and community members. We want this model to represent the state, and the gradual implementation year is our chance to make The Rhode Island Model one of the best evaluation systems in the country.

We are committed to helping Rhode Island's educators succeed in implementing an effective evaluation system. I know this initiative requires dedication and focused energy at the school level. Feedback during the development phase has been invaluable to our work, and we welcome the continued collaboration of our partners in education as we navigate new territory on behalf of Rhode Island's students. Please send comments and suggestions to [EdEval@ride.ri.gov](mailto:EdEval@ride.ri.gov).

Sincerely,



Deborah A. Gist  
Commissioner of Elementary and Secondary Education



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# A Note on Gradual Implementation

This guide details building administrators and teachers' roles and responsibilities with regard to full implementation of the Rhode Island Educator Evaluation Model, but it will be equally valuable to staff in districts that are phasing in the system gradually during the 2011-2012 school year.

Gradual Implementation districts will engage in all aspects of the system during the first year of implementation, but with fewer required observations, Student Learning Objectives, and Professional Growth Goals. Each component of the system will be introduced gradually throughout the year. This approach will enable educators to acclimate to the Rhode Island Model in a year of hands-on learning, before final evaluation ratings carry more weight.

All districts will fully implement evaluation systems during the 2012-2013 school year. The Rhode Island Model will be fully implemented during the 2012-2013 school year, incorporating lessons learned from the first year of implementation. Even beyond these initial years, the RI Model will be continuously improved based on educators' feedback and experience.



When reading this guide, anywhere you see the graphic to the right, refer back to the tables on the following page to compare full and gradual implementation.



The following chart identifies the specific **gradual implementation** requirements for both teachers and building administrators:

Component	Teachers	Building Administrators
<i>Evaluation Conferences</i>	3 evaluation conferences between the teacher and the evaluator	3 evaluation conferences between the administrator and the evaluator
<i>Observations</i>	At least 1 long and 1 short observation (2 total) beginning mid-year	At least 2 school visits (at least one long and one short) beginning mid-year
<i>Professional Growth Goals</i>	At least 1 set at the beginning of the year	At least 1 set at the beginning of the year
<i>Student Learning Objectives</i>	At least 2 (per teacher) set by October	At least 2 (per administrator) set by October
<i>RI Growth Model Rating</i>	Not applicable in 2011-12	Not applicable in 2011-12
<i>Final Effectiveness Rating</i>	Aggregate ratings will be collected in 2011-2012 but used for development purposes only	Aggregate ratings will be collected in 2011-2012 but used for development purposes only

The following chart identifies the specific **full implementation** requirements for both teachers and building administrators:

Component	Teachers	Building Administrators
<i>Evaluation Conferences</i>	3 evaluation conferences between the teacher and the evaluator	3 evaluation conferences between the administrator and the evaluator
<i>Observations</i>	At least 4, including: <ul style="list-style-type: none"> <li>• 1+ long, announced</li> <li>• 3+ short, unannounced</li> </ul>	At least 4 school visits
<i>Professional Growth Goals</i>	At least 3	At least 3
<i>Student Learning Objectives</i>	At least 2-4 (per teacher)	At least 4-6 (per administrator)
<i>RI Growth Model Rating</i>	Ratings assigned in 2012-2013 school year	Ratings assigned in 2012-2013 school year
<i>Final Effectiveness Rating</i>	Evaluators will combine Professional Practice, Professional Responsibilities and Student Learning rating to calculate a summative rating	Evaluators will combine Professional Practice, Professional Responsibilities and Student Learning rating to calculate a summative rating

# PART ONE:

## Summary of the Rhode Island Model

### Introduction

An effective teacher can change the course of a student's life. Research has shown that teacher quality is the single most important school-based factor influencing student achievement<sup>1</sup>, so naturally, a top priority for school leaders should be giving teachers the guidance and support they need to be successful. A fair and accurate evaluation system is our best tool for developing and improving the effectiveness of our educators, while also recognizing the outstanding performance of our most effective teachers and leaders.

Unfortunately, the evaluation models currently in use at many of our schools don't provide the kind of feedback and support educators deserve as professionals. Evaluations are often infrequent or inconsistent, with little consideration for the educator's professional development and how much students are actually learning in the classroom.

The Rhode Island Model calls for annual evaluations, with a focus on educator-evaluator collaboration and feedback to fuel professional growth, and specific goals and objectives to measure progress. To determine overall educator effectiveness, the Rhode Island Model considers three central components: Professional Practice, Professional Responsibilities, and Student Learning.

### Background

In 2009, the Rhode Island Board of Regents for Elementary and Secondary Education adopted the Rhode Island Educator Evaluation System Standards, which are designed to help school districts build rigorous, fair, and accurate educator evaluation systems. These standards were guided by research, recommendations from the Consortium for Policy Research in Education, and the Rhode Island Urban Education Task Force. The standards state that an evaluation system must:

- Establish a common understanding of expectations for educator quality within the district;
- Emphasize the professional growth and continuous improvement of individual educators;
- Create an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- Provide quality assurance for the performance of all district educators;
- Assure fair, accurate, and consistent evaluations; and

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<sup>1</sup> Sanders, W.L. and Rivers, J.C. (1996). "Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," University of Tennessee Value-Added Research and Assessment Center.

- Provide district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

Using these six standards as a foundation, RIDE worked with educators from across the state to design the Rhode Island Model evaluation system.

## Design of the Model

To ensure that the Rhode Island Model reflects a common vision of educator quality throughout the state, working groups of teachers and administrators created performance rubrics aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educator Code of Professional Responsibility, and the Rhode Island Standards for Educational Leadership. During development, content was reviewed by the Advisory Committee for Educator Evaluation Systems (ACEES), a committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model, as well as a Technical Advisory Committee (TAC) of national education and assessment experts.

The Model was field tested in five Rhode Island schools during the spring of 2011. This process led to further refinements of the Rhode Island Model based on feedback from teachers and building administrators who interacted directly with the system.



## Timeline for Implementation

In most districts, the Rhode Island Model will be implemented gradually beginning in school year 2011-2012. Some early adopter districts will begin immediately with full implementation. In school year 2012-2013, districts will implement the full version of the Rhode Island Model, which will incorporate lessons learned from the first year of implementation. Even beyond these initial years, the Model will be continuously improved based on educators' feedback and experience.

## Overview of Evaluation Criteria

The Rhode Island Model Educator Evaluation System relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of educator effectiveness. All educators will be evaluated on three components:

Component	Description of Component
<b>Student Learning</b>	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))
<b>Professional Practice</b>	Knowledge and skills that contribute to student learning, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards
<b>Professional Responsibilities</b>	Contributions as a member of the school/learning community, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards



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

## Overview of the Educator Evaluation Process

The Rhode Island Model provides teachers and building administrators with ongoing, useful feedback. Three conferences anchor the evaluation and development process for all educators. The goal of these conferences is to create a specific, individualized development plan for each educator and to provide comprehensive, constructive commentary on their practice. Conferences occur at the beginning of the school year, midway through the year, and at the end of the year. At each conference, educators and evaluators will discuss successes, identify areas for improvement, set and track progress toward Student Learning Objectives and his or her Professional Growth Goals in the educator's Professional Growth Plan.

Throughout the year, evaluators will observe teachers and building administrators in action, both during longer, announced observations, and unannounced observations that may be shorter. Teachers will be observed during the course of everyday classroom activities, while observations of building administrators will involve school visits and information from teachers, students, and parents. All observations will be followed by timely and specific written feedback to guide development.

Every educator will have a primary evaluator who is responsible for his or her overall evaluation. In most cases, teachers will be evaluated by their principal, assistant principal, or department head, as is the case in some districts; building administrators will be evaluated by their superintendent, or in the case of assistant principals, the head principal.<sup>2</sup> Based on local context and need, districts may identify a complementary evaluator to assist the primary evaluator by conducting observations, gathering evidence, or providing feedback and development help. Complementary evaluators may be individuals from within or outside of the school or district where they are serving as evaluators. All evaluators, both primary and complementary, will be fully trained and must demonstrate the ability to make accurate judgments.

## **Educator Support & Development**

At the heart of the Rhode Island Model is a focus on support and development for every Rhode Island teacher and building administrator. This commitment is critical to ensuring that educators continuously improve their practice.

The Rhode Island Model links an educator's evaluation, which identifies strengths and areas for development, with that educator's personal reflection on his or her practice and an individualized Professional Growth Plan.

To develop a Professional Growth Plan, each educator will complete a self-assessment at the beginning of the year, when they will reflect on their past performance, consider relevant student learning data, and plan professional goals for the upcoming year<sup>3</sup>. Educators will use the Professional Practice and Professional Responsibilities Rubrics to identify both strengths and areas for development and to ensure their goals are aligned with the competencies on which they will be evaluated.

Completion of the self-assessment will lead to the development of the Professional Growth Plan, containing three concrete Professional Growth Goals which will be the focus of the educator's targeted professional development over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Support and development will vary depending on goals identified by individual educators. All educators will participate in ongoing, job-embedded professional development such as peer observation or participation in a professional learning community, all designed to help them achieve their goals. Collaborative, professional conversation about performance between educators and their evaluators will help them to improve their practice over the course of the year.

In accordance with the Rhode Island Educator Evaluation System Standards, any educator who receives a rating of Developing or Ineffective will receive support in order to improve. These educators will work

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<sup>2</sup> The use of department heads or personnel other than building administrators as evaluators will be based on district policies and local collective bargaining agreements. All evaluators must be trained.

<sup>3</sup> During the gradual implementation year, most educators will complete only one Professional Growth Goal.

with their evaluator to develop a detailed Improvement Plan with clear objectives, benchmarks and timelines and to identify an improvement team<sup>4</sup> to assist with their development.

## Evaluation Conferences

The evaluation process is anchored by three evaluation conferences between the educator and evaluator:

**Beginning-of-Year Conference:** Educator and evaluator discuss the educator’s self-assessment, agree on a Professional Growth Plan with specific development goals, and confirm the educator’s Student Learning Objectives for the year. In subsequent years, the previous year’s evaluation information will inform this conference.

**Mid-Year Conference:** Educator and evaluator discuss all aspects of the educator’s performance, including Professional Practice, Professional Responsibility, the educator’s progress on his or her Professional Growth Plan, and progress toward Student Learning Objectives. In some cases, Professional Growth Goals and Student Learning Objectives may be revised based on discussion between the evaluator and the educator.

**End-of-Year Conference:** Educator and evaluator reflect on the educator’s performance in all three components throughout the year and determine whether development goals on the Professional Growth Plan and Student Learning Objectives were met. The educator and evaluator also discuss potential development areas for the following school year. During or soon after the conference, the evaluator finalizes the educator’s effectiveness rating for the school year.

## Training and Support

During gradual implementation, each evaluator will be required to complete a series of training sessions focused on the specifics of the evaluation system, including sessions on Student Learning, Professional Growth Plans, observations and feedback, and conferencing. These training sessions will be led by Intermediary Service Providers (ISPs)—experienced teachers and administrators trained by RIDE. To ensure teachers receive information about the model, RIDE will also design communication tools for building administrators to share directly with teachers in their schools. In preparation for full implementation, evaluators will receive more targeted follow-up training, beyond the initial orientation to the model.

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<sup>4</sup> An improvement team may consist solely of an educator’s evaluator, or of multiple people, depending on the educator’s needs and the school and district context.

## Ensuring Fairness and Accuracy

To determine an educator's effectiveness fairly and accurately, the Rhode Island Model uses multiple measures to assess educator effectiveness. The Model will continue to be improved based on educators' experiences with the Model and continued feedback from the Technical Advisory Committee, educators in the field, and formal reviews of the data.

At the state level, RIDE will periodically audit the evaluation process to ensure that evaluations are fair and accurate, and that they adhere to the Rhode Island Educator Evaluation System Standards. Additionally, all evaluators will be trained and must demonstrate the ability to make accurate judgments.

Districts are responsible for ensuring that their evaluation model is implemented with fidelity by reviewing the accuracy and utility of the data produced, and reviewing the decisions made for fairness and consistency. Each district must provide procedural safeguards to ensure the integrity of the system, including evaluation appeals. Appeals will be handled at the district level in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee. In the event that an evaluation process yields a contradictory outcome (e.g., a teacher has an extremely high Student Learning rating and an extremely low rating in Professional Practice and Professional Responsibilities), a review of the evaluation will be conducted at the district level.

## Guidance for District Evaluation Committees

The Rhode Island Educator Evaluation System Standards stipulate that districts establish an evaluation committee to oversee the implementation of educator evaluation and ensure that the system is valid. Districts should refer to the requirements outlined in the System Standards, which include:

- Establishing a committee that includes teachers, support professionals, administrators, and union representatives;
- Communicating data from the evaluation system to district personnel responsible for strategic planning and professional development;
- Meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation;
- Ensuring that the evaluation system instruments and their implementation are reviewed for possible bias, and that procedural safeguards are in place;
- Reviewing the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system.

The Rhode Island Educator Evaluation System Standards are available online at [http://www.ride.ri.gov/educatorquality/educatorevaluation/Docs/Educator\\_Evaluation\\_Standards\\_Posted.pdf](http://www.ride.ri.gov/educatorquality/educatorevaluation/Docs/Educator_Evaluation_Standards_Posted.pdf)

# Educator Performance and Support System

The Rhode Island Model Educator Evaluation System relies on multiple sources of evidence to paint a fair and comprehensive picture of educator practice. These sources of evidence generate data, both qualitative as well as quantitative, that must be stored, managed and made available to users at all times. To that end, RIDE is developing a computer-based system known as the Educator Performance and Support System (EPSS) that will be available for the 2012-2013 school year. This system will provide an easy-to-use interface to collect and manage data on all three components of the Evaluation System – Student Learning, Professional Practice, and Professional Responsibility. In addition, EPSS will allow users to manage activities related to the evaluation process such as scheduling observations and conferences, two-way communication between evaluators and educators, as well as tools for self-assessment and observations.



## **PART TWO:**

# **Developing and Evaluating Building Administrators**

## **Administrator Development**

Effective leaders recognize the importance of ongoing growth and reflection as they proceed in their careers. The Rhode Island Model encourages educators to take personal responsibility for their own professional development. The system is designed to promote a collaborative culture where educators are motivated to share best practices and learn from each other, all while being held accountable for their practice.

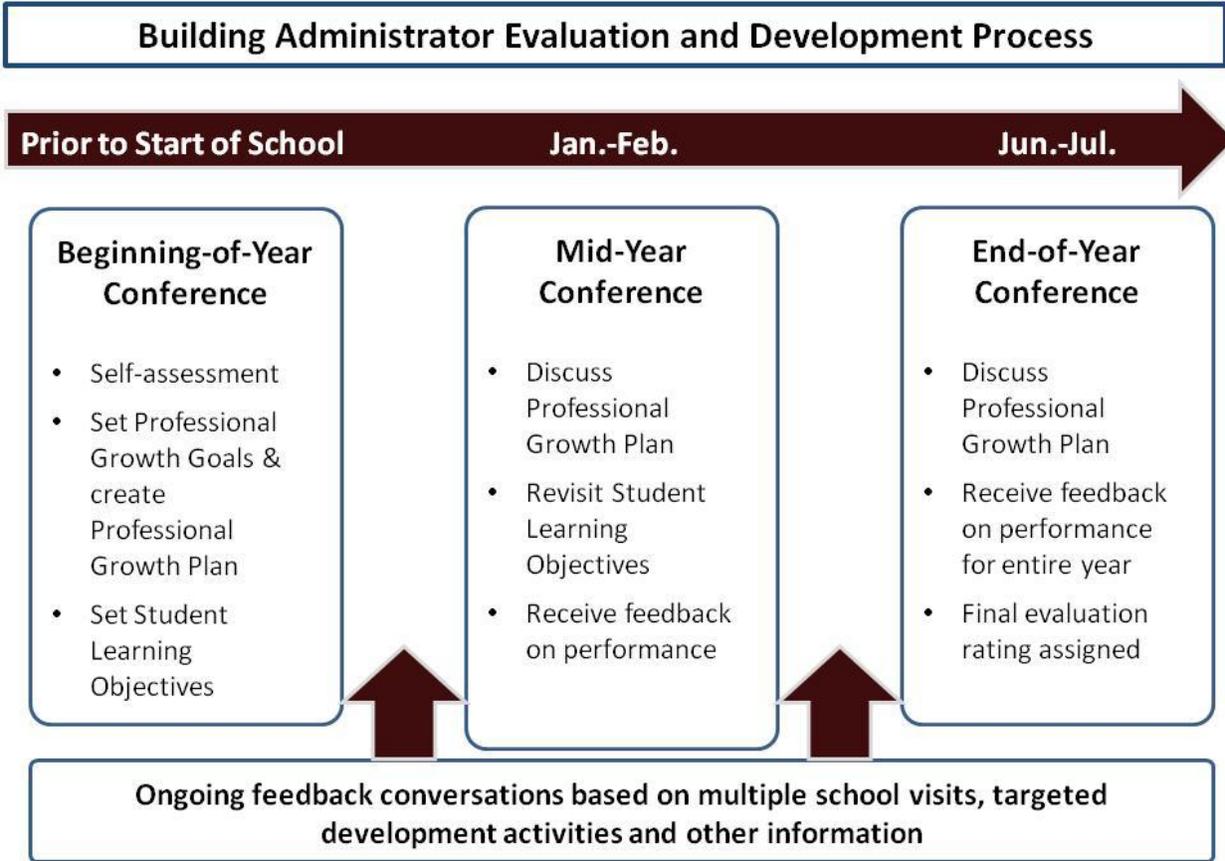
“Meaningful school improvement begins with cultural change—and cultural change begins with the school leader.”

Douglas Reeves, author of *Leading Change in Your School*

Building administrator evaluations will generally be conducted by the superintendent or a designated district leader, while assistant principals will generally be evaluated by their principal.

## **Development and Evaluation Process for Building Administrators**

The development and evaluation process for building administrators is based on a year-long series of conferences and school visits designed to promote professional development and growth. The chart on the following page provides a simple outline of the process.



### Assistant Principals and Other Building Administrators

Assistant principals and other building administrators will be evaluated by their principal or a designated district leader. All building administrators will be evaluated on the full Administrator Professional Practice Rubric, as well as the same Professional Responsibilities Rubric used by teachers. However, the sources of evidence used to determine performance may vary slightly (e.g., an assistant principal in charge of athletics may be required to submit the athletics budget while the assistant principal in charge of student discipline may be required to submit student discipline rates). The same set of Student Learning Objectives will apply to all administrators within a school.



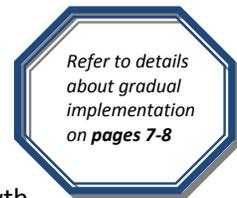
**District Leadership:** Superintendents should determine who will evaluate each assistant principal in the district. The evaluator should hold the Beginning-of-Year Conference with the assistant principal *before school begins* to determine what sources of evidence will be used to measure performance on competencies of the Professional Practice Rubric.

## Professional Growth Plans

Great leaders model the ability to grow and evolve toward mastery of their profession. As leaders of a learning community, administrators can set an inspiring example for teachers and students alike.

The administrator evaluation process begins with a self-assessment that enables thoughtful reflection on past performance and identification of both strengths and areas for development. In order to complete this self-assessment, administrators will review the skills and knowledge identified in the **Administrator Professional Practice and Professional Responsibilities Rubrics** of the Rhode Island Model, which can be found in Appendix A of this guide. Using these Rubrics, administrators will complete the **Building Administrator Self-Assessment Form** (located on page 141).

After completing the self-assessment, administrators will develop a Professional Growth Plan containing three Professional Growth Goals<sup>5</sup> for the upcoming school year, and describe the strategies that will be used to meet these goals, including any resources or support that may be needed. These goals and strategies will be recorded on the **Professional Growth Plan** (located on page 149). Professional Growth Goals should align with:



- the skills and knowledge identified in the **Administrator Professional Practice Rubric**; and
- the skills and knowledge identified in the **Educator Professional Responsibilities Rubric**; and
- the School Improvement Plan and district objectives.



Administrators should send their Professional Growth Plan to their evaluator at least 48 hours (2 school days) before the Beginning-of-Year Conference, so that he/she has time to review it.

During the Beginning-of-Year Conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan, along with prior performance evaluations, to finalize a Professional Growth Plan. At the Mid-Year Conference, they will discuss current progress, as well as development strategies that would lead to greater progress. The Professional Growth Plan may be adjusted during the Mid-Year Conference if the goals are not ambitious enough, unrealistically ambitious, or not yielding the desired outcomes. Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently.

<sup>5</sup> Administrators in gradual implementation districts will establish at least one professional growth goal in 2011-2012.

At the End-of-Year Conference, the administrator and evaluator will reflect on the extent to which the Professional Growth Goals have been met and brainstorm areas to target for the coming year, based on the current year’s evaluation results.

The evaluator will assign a final effectiveness rating for the year, using the methods outlined in **Part Five** of this guide. The four effectiveness ratings are: Highly Effective, Effective, Developing, and Ineffective. Administrators who are rated as Developing or Ineffective at the end of the year will be placed on an Improvement Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator’s evaluator, or of multiple people, depending on the educator’s needs and the school and district context. The administrator’s district will identify personnel actions that may occur if he or she does not adequately improve his or her performance. **The Educator Improvement Plan** is found on page 157.

## Professional Practice and Professional Responsibilities

The Administrator Professional Practice and Professional Responsibilities Rubrics identify the competencies by which building administrator leadership practices are evaluated. These rubrics were developed by administrators and teachers from across the state and are grounded in the Rhode Island Code of Professional Responsibilities, the Rhode Island Educational Leadership Standards, and the Rhode Island Professional Teaching Standards.

### Administrator Professional Practice

Administrator Professional Practice involves the ability to foster and sustain a shared vision of learning that sets high expectations for all students. The Rhode Island Model groups the domains of effective leadership practice for building administrators into four areas:

1. Mission, Vision, and Goals
2. Learning and Teaching
3. Organizational Systems
4. Community

Through the process defined in the Rhode Island Model, administrators will be evaluated on various leadership practices and encouraged to reflect on their performance by considering key questions. For example:

Did the administrator:

- Monitor and continuously improve learning and teaching at their school?
- Supervise and maintain organizational systems and resources for a safe, high-performing learning environment?
- Collaborate with families and the community to mobilize resources that improve student achievement?

The **Administrator Professional Practice Rubric** is located on page 73. Details on scoring performance on this rubric can be found in **Part Five** of this guide.

## **Educator Professional Responsibilities**

The Professional Responsibilities Rubric focuses on the contributions all educators make to their learning communities. Administrators and teachers will be evaluated on the same competencies in this area; however, they may be evaluated on slightly different sources of evidence based on their role. More information on **Educator Professional Responsibilities** can be found on page 29 of this guide and the **Educator Professional Responsibilities Rubric**, which applies to all educators, can be found on page 97. Details on scoring performance on this rubric can be found in **Part Five** of this guide.

**Building Administrator Evaluation:  
Evidence of Professional Practice and Professional Responsibilities**

During the Beginning-of-Year Conference, **the evaluator and administrator will clearly identify the evidence that will be used to evaluate the competencies on the Administrator Professional Practice and Educator Professional Responsibilities Rubric.** In some cases, the competencies can be observed through school visits, but the building administrator and evaluator should be clear about what evidence will need to be collected or produced in order for the evaluator to fairly and accurately assess performance.

**Throughout the course of the year, it is the building administrator’s responsibility to collect the evidence using the following guidelines:**

- **Evidence should be collected throughout the year** and does not need to be submitted all at once at the End-of-Year Conference. Evaluators will determine the exact process and timeline for submitting evidence.
- **One source of evidence could be used to demonstrate proficiency on more than one competency of the rubric.** Overall, the compilation of evidence should be aligned to the competencies in the Administrator Professional Practice and Professional Responsibilities rubrics (e.g. Surveys of students and families may be used to assess competency 1A about establishing the school’s mission, vision, and goals, as well as competency 3A about addressing safety issues at school).
- **The focus of the evidence collection should be on quality rather than quantity.** All of the evidence collected should carefully selected so that it is able to fit neatly in a file folder (a binder may be used if including sources of evidence that are particularly long such as budgets or improvement plans or if the evidence requires supporting documentation). The discussion to identify evidence usually should not take more than 30 minutes.
- **Building administrators may submit brief notes along with sources of evidence if they feel it may be helpful to the evaluator.**

A portion of the Mid-Year Conference may be dedicated to reviewing some of the already collected sources of evidence but all evidence should be reviewed by both the administrator and evaluator prior to the End-of-Year Conference. Administrators should submit any evidence to be discussed with their evaluator at least two school days prior to an evaluation conference. If the evaluator requires additional evidence, this should be communicated to the administrator.

Evaluators will review the evidence submitted by building administrators, in addition to data from school-visits and any other evaluation-related activities to complete the rubric scoring.

# Observing Schools

The best way to evaluate a school environment is to see it in action. Just as teachers are observed in the classroom as part of their evaluation process, an administrator's school will be visited by the evaluator to better understand his or her professional practice. Feedback after these visits will align with the competencies in the Administrator Professional Practice Rubric, the Educator Professional Responsibilities Rubric, and the sources of evidence agreed upon to evaluate the administrator's performance. This feedback may also help the administrators adjust their approach to meeting Professional Growth Goals.

Administrators can expect a minimum of four schools visits<sup>6</sup> of varying lengths each year. At the beginning of the year, the evaluator will identify the sources of evidence that will be used to determine effectiveness for each competency. The Administrator Professional Practice Rubric already identifies possible sources of evidence for each competency. However, based on the district and the building administrator's role, additional sources may be added. Many of the competencies on this rubric rely on some form of a school visit in order to assess them fairly and accurately. During the Beginning-of-Year Conference (or earlier) the evaluator will identify the evidence to be collected, including what he or she will want to see during a school visit. **The School Site Visit Running Record Form** is located on page 107.



During these visits, the evaluator will spend time with the administrator, observe teachers and staff, and visit with students, parents, and community members. In the case of shorter, unannounced school visits, the administrator will not need to prepare, as the purpose is to see the school in action under everyday circumstances. To prepare for longer, announced visits, administrators can take a few simple steps to ensure a productive visit with the evaluator:

- Review the agreed upon sources of evidence. Prepare, in advance, any materials the evaluator will want to review such as budgets, parent engagement plans, evidence of community involvement, interim assessment reports, etc.
- Schedule a number of classroom visits that represent a wide range of grades and subjects, as well as teaching experience and effectiveness.
- Encourage the evaluator to observe a wide variety of school activities such as faculty meetings, IEP meetings, school assemblies, etc.

Within two to three days of your observation, the building administrator should receive written feedback. The evaluator should use the **School Site Visit Feedback Form** located on page 109.

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<sup>6</sup> Administrators in gradual implementation districts will receive at least three school visits in 2011-2012.

## Evaluation Conferences

An open dialogue with the evaluator is essential to the administrator’s development as an education professional, both during evaluation conferences and throughout the year. Working together, the administrator and evaluator will establish and then measure progress toward and attainment of Professional Growth Goals and school-wide Student Learning Objectives .



This timeline can serve as a reminder for administrators to schedule time in their calendar for the important elements of their development and evaluation process.

Development and Evaluation Timeline for Building Administrators	
Month	Development and Evaluation Items/Actions
Prior to Start of School (August)	<b>Beginning-of-Year Conference:</b> Work with evaluator to establish Professional Growth Plan, Student Learning Objectives, methods to evaluate Student Learning Objectives and sources of evidence for the Administrator Professional Practice Rubric.
September–December	Evaluator visits school at least twice and provides feedback. Participate in professional development identified in the Professional Growth Plan.
January	<b>Mid-Year Conference:</b> Review and discuss progress on Professional Growth Plan and Student Learning Objectives. Review and discuss performance on Professional Practice and Professional Responsibilities Rubrics.
February – May	Evaluator visits school at least twice and provides feedback. Continue to participate in professional development identified in Professional Growth Plan.
June/July	<b>End-of-Year Conference:</b> Reflect on Professional Growth Plan and Student Learning Objectives. Evaluator will finalize effectiveness rating based on entirety of evaluation evidence.

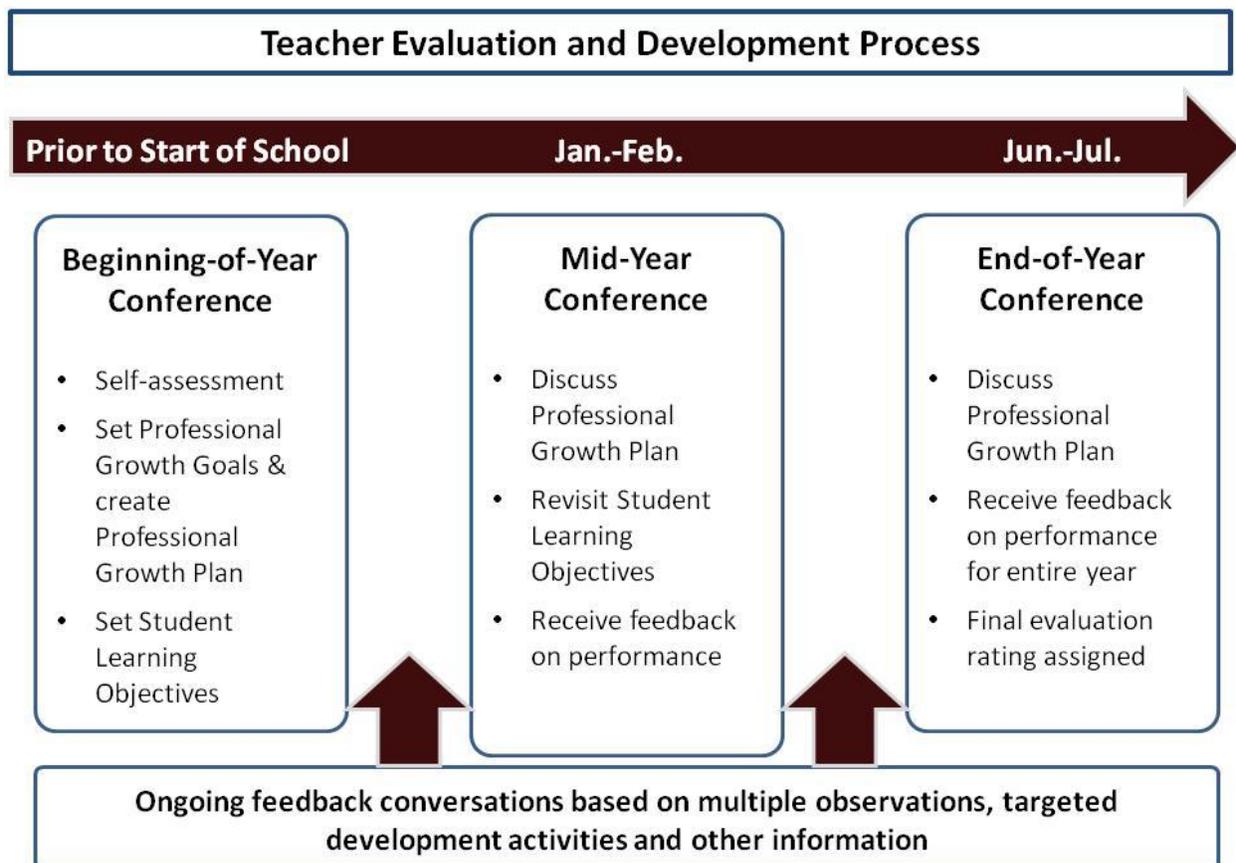
# PART THREE: Developing and Evaluating Teachers

## Teacher Development

Professional growth is most meaningful when educators take ownership of their own development. This approach stands in marked contrast to “one size fits all” professional development activities. When teachers assume a leading role in determining areas of focus for professional growth, they are more likely to feel accountable for achieving these goals because they are meeting their own professional needs.

The Rhode Island Model provides structured support to help teachers improve their craft and grow as educators. The professional growth cycle is grounded in feedback and reflection, and anchored by a Professional Growth Plan that is comprised of several Professional Growth Goals.

The evaluation process for teachers is based on a year-long series of conferences and observations designed to promote professional development and growth. The following chart provides a simple outline of the process.



## Primary and Complementary Evaluators

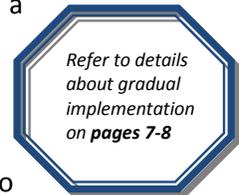
The primary evaluator for most teachers will be the principal or assistant principal of their school,<sup>7</sup> who will be responsible for the overall evaluation process, including assigning final ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are often educators with specific content knowledge, such as department heads or curriculum coordinators and may be individuals based within or outside the school or district in which they are serving as evaluators.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, and providing additional feedback and development. Like primary evaluators, complementary evaluators should give teachers written feedback after observations. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will have sole responsibility for assigning evaluation ratings.

All evaluators will be required to complete training on the Rhode Island Model and demonstrate the ability to make accurate judgments.

## Development and Evaluation Process for Teachers

In a process similar to the administrator’s evaluation, teachers will begin the year by reflecting on their past performance and challenges on the **Teacher Self-Assessment Form**, which can be found on page 145 of this guide. Prior evaluation data and the Professional Practice and Professional Responsibilities Rubrics should guide teachers in this reflection. In addition, they will create a Professional Growth Plan by identifying three Professional Growth Goals<sup>8</sup> for the year and identifying targeted development to meet these goals. The **Professional Growth Plan** is located in on page 149.



The Professional Growth Plan allows teachers and evaluators to work together to determine Professional Growth Goals that meet the needs of the individual educator as well as the needs of the school. The development of this plan should be related to available prior evaluation data, student learning data, and the school’s priorities for teacher development. While the support and development process involves dialogue between teachers and their evaluators, the initial phase of the cycle is teacher-driven. The administrator’s ability to foster the development of collegial relationships among the teaching staff—focused on honest feedback, genuine support, and high expectations— will have a tremendous impact on the way this process is perceived throughout the learning community.

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<sup>7</sup> Based on local collective bargaining agreements and district policies, some districts may designate other local educators to serve as primary evaluators.

<sup>8</sup> Teachers in gradual implementation districts will set at least one professional growth goal in 2011-2012.



Before the Beginning-of-Year Conference with each teacher, evaluators should review the teacher's Professional Growth Plan and decide on any revisions that should be suggested based on the teacher's past performance and individual development needs.

Each teacher will share their **Professional Growth Plan** with their evaluator no later than two school days prior to the Beginning-of-Year Conference for the evaluator's review. During the Beginning-of-Year Conference, the evaluator will provide feedback on the teacher's proposed goals. If the revisions are minor, the evaluator may wish to finalize them at this meeting. If substantial revisions are required, the teacher should prepare a second draft and share it with the evaluator within two weeks.

Administrators seeking support for their teachers should keep in mind that job-embedded professional development - such as observing a colleague, being coached by an effective teacher in the same content area, or establishing professional learning communities - is a cost-effective way to develop teachers without relying on external professional development. These job-embedded development opportunities can have a significant impact on teacher effectiveness.

## Professional Growth Plans

Each of the three evaluation conferences will be an opportunity to discuss the teacher's Professional Growth Plan and his or her strategy to achieve the Professional Growth Goals in the plan. The guidelines on the following page show best practices for setting Professional Growth Goals.

### How to Support the Development of Strong Professional Growth Goals

- Prior to setting Professional Growth Goals, the educator should review any prior evaluation data and complete the **Teacher Self-Assessment Form** found on page 145 of this guide.
- Professional Growth Goals should align with competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics and evaluation feedback. This will ensure that each goal is geared toward increasing teacher effectiveness.
- **Good goals should be specific and measurable.**
  - E.g.: “Plan for and conduct at least three department meetings and lead at least one professional development session” instead of “Become a teacher leader.”
- **When possible, the evaluator should assist teachers with the development of action steps for each goal.** What development opportunities already exist within the school that might help the teacher meet his or her goal? Can they observe or shadow a teacher down the hall? Does the school have a library of resources that could be loaned to members of the staff?
- The evaluator should pay attention to the benchmarks in the Professional Growth Plan and how these align with the plan for any school-wide professional development. Will it be possible to monitor this teacher’s progress toward his or her goals? Are these realistic deadlines for the teacher?

## Educator Improvement Plan

Teachers who are rated as Developing or Ineffective at the end of the year will be placed on an Improvement Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator’s evaluator, or of multiple people, depending on the educator’s needs and the school and district context. The teacher’s district will identify personnel actions that may occur if he or she does not adequately improve his or her performance. **The Educator Improvement Plan** is found on page 157.

# Teacher Professional Practice and Professional Responsibilities

## Teacher Professional Practice

The Teacher Professional Practice Rubric describes the many competencies that define effective instruction. This rubric is based on the Rhode Island Professional Teaching Standards and was developed by a working group comprised of teachers, administrators, and other educators from across the state. The Teacher Professional Practice Rubric is not an observation tool or checklist. The Rubric describes the full range of instructional practice that a teacher should demonstrate throughout the year. All teachers will be evaluated on each competency of the rubric.

The Rhode Island Model groups the Professional Practices of effective teachers into four areas:

1. Planning and Preparation
2. Classroom Instruction
3. Classroom Environment
4. Assessment, Reflection, and Improvement

The **Teacher Professional Practice Rubric** (page 85) and the **Educator Professional Responsibilities Rubric** (page 97) will help teachers to identify both strengths and areas for development.

Competencies in Domains 1 and 4 in the Teacher Professional Practice Rubric will require additional evidence outside of classroom observation in order to accurately assess them. At the Beginning-of-Year Conference, the evaluator and teacher will identify any sources of evidence (artifacts to review such as lesson plans or student work) the teacher will need to produce. It is the evaluator's responsibility to determine the exact process for collecting and submitting any evidence, and to discuss with the teacher as part of the Beginning-of-Year Conference. The evaluator will use the evidence collected, along with information from classroom observations to holistically rate a teacher's performance on the Professional Practice Rubric according to the descriptors for each competency.

## Teacher Professional Practice Rubric

The **Teacher Professional Practice Rubric** can be found on page 85. Details on scoring this rubric can be found in **Part Five** of this guide.

## Educator Professional Responsibilities

The **Professional Responsibilities Rubric** (found on page 97) is identical for all educators. It focuses on the contributions educators make as members of their learning community, in addition to leadership or teaching practices. Building administrators and teachers will be evaluated on the same competencies in this area; however, they may provide different sources of evidence (e.g. for competency 2B "Advocates for students' best interests" a teacher may submit a copy of individual student learning goals and an administrator may submit the school improvement plan which details learning goals for subgroups of

students designed to close existing gaps). Every educator has the opportunity and responsibility to contribute to positive and supportive culture focused on student achievement. All teachers will be evaluated on each competency of the rubric.

The Rhode Island Model groups the Professional Responsibilities of effective educators into four areas:

- 1. Collaborate and Contribute to the School Community**
- 2. Believe in and Advocate for Students**
- 3. Create a Culture of Respect**
- 4. Exercise Professional Judgment and Development**

Although the educators in a school building may work in very different capacities and roles, they abide by a common set of responsibilities for all education professionals. These professional values complement and enhance the instructional responsibilities of a teacher and the leadership responsibilities of a building administrator.

The Professional Responsibilities Rubric is based on the Rhode Island Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibilities. The rubric was developed by a working group comprised of teachers, administrators, and other educators from throughout the state.

As with Teacher Professional Practice, some of the competencies in the Professional Responsibilities Rubric will require collection of evidence in order to properly assess them.

## **Professional Responsibilities Rubric**

The **Educator Professional Responsibilities Rubric**, which applies to all educators, can be found on page 97. Details on scoring this rubric can be found in **Part Five** of this guide.

## Collecting and Reviewing Evidence for Teacher Evaluation

During the Beginning-of-Year Conference, **the evaluator and teacher will clearly identify which sources of evidence will be used to evaluate the competencies on the Teacher Professional Practice and Educator Professional Responsibilities Rubrics.** Each rubric outlines possible sources of evidence that could be used to evaluate competencies in each domain. **In most cases, the competencies can be observed through observations, but the evaluator should be clear about which sources of evidence should be collected or produced in order for the evaluator to fairly and accurately assess performance.** It is the evaluator's responsibility to specify how this evidence should be collected and submitted (e.g. electronically or print format).

Throughout the course of the year, it is the teacher's responsibility to collect the sources of evidence using the following guidelines:

- **All evidence collected should be clearly connected to the performance descriptors** of one or more of the non-observable competencies in the Teacher Professional Practice Rubric and/or Educator Professional Responsibilities Rubric.
- **One source of evidence could be used to demonstrate proficiency on more than one competency of the rubric.** Overall, the compilation of evidence should be aligned to the competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics. (e.g. a database of student performance could serve as evidence for Professional Practice competency 4A about using a variety of assessment strategies to monitor progress as well as 4E about maintaining student records)
- **The focus of the evidence collection should be on quality rather than quantity.** For example, all of the evidence collected should be able to fit neatly in a file folder (spreadsheet of progress monitoring data or a selection of student work). The discussion to identify sources of evidence should not take more than 30 minutes.
- **Evidence should be collected throughout the course of the year.**
- **Educators may submit brief notes or explanations for why certain evidence has been submitted** if they feel it may not be immediately clear to the evaluator.

A portion of the Mid-Year Conference may be dedicated to reviewing some of the already collected sources of evidence, but all evidence should be reviewed prior to the End-of-Year Conference. Educators should submit any evidence to be discussed with their evaluator, no later than 24 hours prior to an evaluation conference. Evaluators should identify any additional evidence that needs to be collected and submitted by the teacher.

Evaluators will review the evidence collected by teachers, in addition to data from observations and any other evaluation-related activities to complete the rubric scoring. For each competency in the rubric, evaluators will use the performance descriptors and the evidence available to determine the degree to which the educators met expectations for that competency. All evaluators will receive training on how to use observations and other sources of evidence to produce an accurate rating.

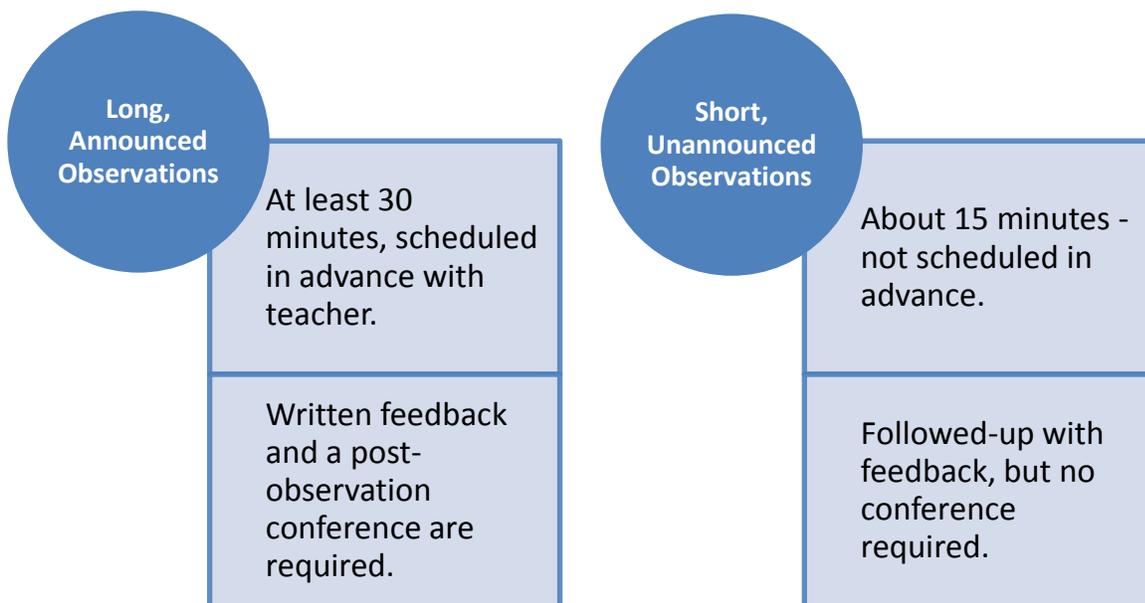
# Observing Classrooms

Respectful two-way communication lies at the heart of any positive professional relationship. This is particularly true in dynamic learning communities, where the spirit of collaboration should become a natural element of the culture over time. This culture shift doesn't happen overnight, nor does it happen by accident. In most cases, it begins with leadership's commitment to changing the way we interact as education professionals.

Building administrators serve as both instructional leaders and mentors. The Rhode Island Model encourages evaluators to be frequent visitors to the classroom, providing helpful advice that will boost teacher performance and improve the level of student achievement at the school. The guidelines in this section will help administrators conduct effective observations of faculty and provide constructive feedback.

## Types of Observations

The evaluator is able to develop a more accurate, holistic view of the teacher's practice by using both long, announced observations and short, unannounced observations..



**Long, Announced Observations:** Evaluators should schedule a long observation (at least 30 minutes in length) in advance with the teacher.



Each teacher should receive at least one long, announced observation in the first semester of the year, prior to the Mid-Year Conference.<sup>9</sup> Written feedback should be provided to the teacher within two to three school days of the observation -- when possible, the same day as the observation.

Each announced observation should be accompanied by a post-observation conference held within seven school days of the observation. During this conference, the teacher and evaluator will debrief the observation and discuss the written feedback and identified strengths and areas for improvement. The teacher and evaluator should also discuss how future observations can focus on identified areas of improvement or areas of practice that have not yet been observed. This conference will probably take around 20-30 minutes.

In the event a post-observation conference falls near a teacher's Mid-Year Conference, the evaluator may choose to combine the post-observation conference into the Mid-Year Conference, as long as this conference takes place no later than five school days after the long, announced observation. Additional guidance on observation and evaluation conferences can be found on page 35 of this guide.

**Short, Unannounced Observations:** Evaluators should visit for about 15 minutes.

Each teacher will receive several unannounced observations, which may be shorter than the required announced observation. A teacher should receive at least four total observations, including both longer, announced and shorter, unannounced observations. For instance, if a teacher receives one announced observation, he or she should also receive at least three (preferably four to six) unannounced observations. However, if he or she receives a second announced observation, there could be one fewer unannounced observation.

Unannounced observations do not require post-observation conferences but must be followed up with feedback from the evaluator. Additional observations of either type may be conducted (at the evaluator's discretion or teacher request.)



**Timely Feedback Matters!** If possible, evaluators should share feedback immediately -- it is less likely to be misinterpreted if teachers have a clear memory of the experience. Evaluators will reduce teacher anxiety, which increases as they wait for a response. Feedback provided in a timely manner allows teachers to incorporate the feedback and make adjustments to their work. Evaluators will also reduce their own stress by preventing a backlog of observation responses.

<sup>9</sup> In gradual implementation, observation schedules may differ from the full implementation requirements.

# Delivering Useful Feedback

The goal of feedback is to help teachers to grow as educators. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive while identifying strengths as well as areas for development. Even the most effective teachers can improve and deserve clear, constructive feedback.

## Helpful Hints for Preparing and Delivering Feedback

Effective feedback is constructive, specific, encouraging and timely. Be aware that body language and facial expressions also convey distinct meaning.

1. **Be specific.** Mention concrete actions or behaviors.
2. **Present feedback without delivering a personal opinion.** (“I am seeing this happening in the classroom” vs. “I like it when I see you doing this in the classroom.”)
3. **Use a warm and professional tone.**
4. **Provide a written record of the feedback,** even if it has been spoken directly to the teacher. Archive a copy for the record; these documents will be needed when giving overall scores on Professional Practice and Professional Responsibilities at end of year.
5. **Deliver feedback as soon as possible** (within 24 hours is ideal).
6. **Balance comments to highlight strengths as well as areas for development.**
7. **Prioritize areas of improvement to one or two items,** as this will increase the likelihood they will be addressed.
8. **Note questions about elements that weren’t clearly observed.** In some cases, a question can inspire a teacher to reach their own conclusion through the process of reflection. Keep a record of the teacher’s questions and comments. Note any ideas the teacher has for targeted development and methods of support available.
9. **To the extent possible, ground feedback in the competency language found in the Professional Practice and Professional Responsibilities Rubrics.** For example, reference the teacher’s use of questioning techniques (competency 2B on the Teacher Professional Practice Rubric) or their use of procedures (competency 3A on the Teacher Professional Practice Rubric).
10. **Discuss next steps the teacher can take** to respond to the issues identified in the feedback; identify practices that will be looked for in future observations of the teacher.

# Conferences

Conferences represent an opportunity to promote dialogue around the subject of continuous improvement. If this is a new experience for administrators or their teachers, it may feel somewhat awkward at first. With time, however, these conferences can enliven two-way discussion around ways to effectively guide students toward greater achievement. School leaders who place a priority on effective conferencing will likely see the benefits in an improved culture of respect and collaboration.

The year-long evaluation system is anchored by three evaluation conferences: a Beginning-of-Year Conference, a Mid-Year Conference, and an End-of-Year Conference to review progress and determine a final effectiveness rating. The three evaluation conferences are all one-on-one conversations with individual teachers, as this will be a time to discuss the teachers' strengths and areas for improvement, as well as their past and present performance. This approach promotes honest, candid discussions while respecting teacher privacy. Preparation for conferences, however, can and should be done in teams or small groups, especially the Beginning-of-Year Conference. Teacher teams will work together to establish common Student Learning Objectives, determining the appropriate targets and evidence for their students. To orient teachers to the evaluation process and build a strong professional community, evaluators may also ask teachers to consult each other when completing the Teacher Self-Assessment Form and drafting their Professional Growth Goals.

## Observation Conferences

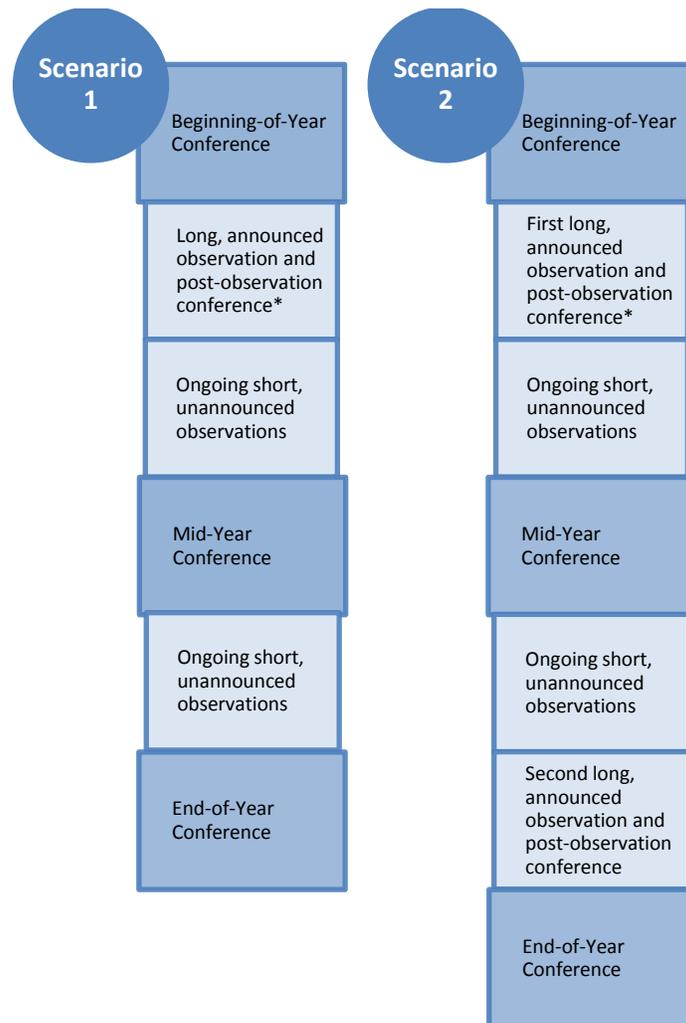
Observation conferences (pre or post) are specifically focused on classroom observations. Post observation conferences are required for every long, announced observation, but are not required for short, unannounced observations. Post observation conferences should provide the evaluator and educator with an opportunity to discuss the lesson observed, evidence collected, and identified strengths and areas for improvement. Pre-observation conferences can help set the context for an observation, but are not required.

## Scheduling Conferences

Evaluators will need to plan ahead to schedule three evaluation conferences for each of the teachers under their supervision (at the beginning, middle and end of year). In addition, evaluators should allow for preparation time in advance of each meeting and time for reflection and documentation after each meeting. Likewise, teachers must build these conferences into their own schedules and will need to know about each meeting at least five school days in advance.

There may be opportunities to combine an observation conference with an evaluation conference. For example, evaluators may combine the Mid-Year Conference with a pre- or post-observation conference as long as the combined conference takes place five school days of the observation. The scenarios on the following page outline two potential conference schedules.

## Potential Conference Schedule Scenarios



*\*Post-conference may be included as a part of Mid-Year Conference if timing allows.*

## Preparing for Evaluation Conferences

These guidelines on the following pages will help evaluators prepare for each of the three evaluation conferences with the teachers under their supervision.

*After each conference, the evaluator should allot time to record basic information such as the teacher's name, as well as the date and time of the conference. The evaluator should also write a brief synopsis of the topics covered and any conclusions reached or commitments made through the course of the discussion. There is a place for this summary on the form, or the evaluator may record it in another format that is convenient. Once the Educator Performance and Support System is established, all notes related to evaluation activities will be kept in a central location online where teachers and administrators can access them easily. For more information on the Educator Performance and Support System, see page 15.*

### Beginning-of-Year Conferences:

Review and approve each teacher's draft Student Learning Objectives and Professional Growth Plan.

#### ***Prior to the Beginning-of-Year Conference:***

The **teacher** should:

- Complete the Teacher Self-Assessment Form.
- Complete the Professional Growth Plan Form.
- Collect and analyze relevant student learning data.
- Complete the Student Learning Objective Form.
  - If a teacher-created assessment is being used for the Student Learning Objectives, a copy of the assessment and any relevant scoring guide/rubric should be provided to the evaluator.
- Provide copies of the above to the evaluator at least 48 hours in advance of the conference (2 school days).

The **evaluator** should:

- Review the teacher's Professional Growth Plan.
- Review the teacher's Student Learning Objectives and any relevant student learning data (and assessment, if applicable).
- Consult the Professional Practice and Professional Responsibilities Rubrics and make note of any evidence that the teacher will need to collect as part of his or her evaluation, as well as the process for submitting. (To save time and ensure consistency, the evaluator can make a "master list" for all teachers in the building outlining the building-specific sources of evidence expected of all teachers).

#### ***During the Beginning-of-Year Conference:***

1. Review and discuss the teacher's Professional Growth Plan.
  - a. If necessary, make any adjustments to the Professional Growth Goals in the Professional Growth Plan -- their timelines, action steps, or evidence sources. The changes can be made on the template itself and updated immediately after the conference.
2. Review and discuss the relevant student learning data and Student Learning Objectives.
  - a. If necessary, make any adjustments to the Student Learning Objective targets or sources of evidence (e.g., assessments).
3. If changes do not need to be made to the Professional Growth Plan or Student Learning Objectives, the evaluator may approve both by signing each document. If minor changes need to be made, the teacher and evaluator can make the revisions during the conference. If substantial changes need to be made, the teacher should make the changes and return the updated documents to the evaluator within two weeks of the conference. The evaluator should then approve the revisions in a timely manner (if acceptable) and return copies to the teacher.
4. Establish clear next steps for the evaluator and teacher after the conference.
5. If appropriate, discuss upcoming long, announced observation.

#### ***After the Beginning-of-Year Conference:***

- If any changes needed to be made to the Professional Growth Plan, those changes should be made by the teacher and the revised plan returned to the evaluator within 2 school days for approval.
- If any changes needed to be made to the Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within two school days for approval. The evaluator should review them immediately and approve the changes if they are acceptable.

### Mid-Year Conferences:

Review student learning data supplied by the teacher, and evidence of non-observable competencies and available information on progress toward Professional Growth Goals.

#### ***Prior to the Mid-Year Conference:***

##### The **teacher** should:

- Collect all interim student learning data related to the sources of evidence for Student Learning Objectives and submit this data to the evaluator two school days before the conference.
- Review Professional Growth Plan and Self-Assessment.
- Submit any sources of evidence that will allow the evaluator to assess non-observable competencies.

##### The **evaluator** should:

- Review the teacher's Professional Growth Plan.
- Review any feedback delivered to the teacher as well as observation notes.
- Examine all available student learning data and determine if any changes are necessary to Student Learning Objectives.
- Determine, based on available data, if the educator is in danger of being rated as Developing or Ineffective. If this is the case, be prepared to discuss revisions to the teacher's Professional Growth Plan.
- Complete the Mid-Year Conference Form (located on page 167).

#### ***During the Mid-Year Conference:***

1. Review and discuss the teacher's Professional Growth Plan. Agree on any adjustments to his or her Professional Growth Goals, if they are necessary (adjustments should be made if goals have already been met, action steps are out of sync with the goal, new development priorities emerge, etc.).
2. Review all available student learning data and reexamine the Student Learning Objectives and determine if adjustments should be made (adjustments may be made if objectives have already been met, are far too rigorous, new data is available, class compositions have changed significantly, etc.). All Student Learning Objectives should be "locked" (no more changes made) by mid-February.
3. Discuss any evidence of competencies submitted by the teacher.
4. End the conference by discussing strategies to improve on the key areas for development and, if necessary, schedule a follow-up observation.
5. If appropriate, discuss recent or upcoming long, announced observation.

As a result of the Mid-Year Conference, every educator should have a clear sense of his or her potential effectiveness rating, based on evidence collected to date. It is especially important that teachers who are on track to be rated Developing or Ineffective be made aware of their potential rating.

### End-of-Year Conferences:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives. This will help the evaluator to focus questions on areas where improvement may be needed. Review available information on progress toward Professional Growth Goals as well as remaining evidence that supports the evaluation of non-observable competencies.

#### ***Prior to the End-of-Year Conference:***

The **teacher** should:

- Collect all student learning data related to the sources of evidence for Student Learning Objectives and record this data on the Student Learning Objective Form.
- Submit remaining evidence.
- Submit the final Student Learning Objective Form two school days before the End-of-Year Conference.
- Review Professional Growth Plan and Self-Assessment.
- Review any post-observation feedback.
- Review the Teacher Professional Practice and Professional Responsibilities Rubric.

The **evaluator** should:

- Review the Teacher Professional Practice and Professional Responsibilities Rubric.
- Review the teacher's Professional Growth Plan.
- Review any feedback delivered to the teacher as well as observation notes.
- Determine an overall Teacher Professional Practice and Professional Responsibilities rating (see page 62 for detail on how to score using each rubric).
- Examine all available student learning data and determine an overall Student Learning Objective score using the Student Learning Objective Scoring Guidelines.
- Complete the End-of-Year Conference Form (located on page 171).

#### ***During the End-of-Year Conference:***

1. Review and discuss the teacher's Professional Growth Plan, setting the stage for a professional conversation about the teacher's overall performance.
2. Share the overall Teacher Professional Practice and Professional Responsibilities scores, along with any rationale and summative feedback.
3. Review the student learning data and share the overall Student Learning Objective Score, along with any rationale and summative feedback.
4. The evaluator should discuss the conference form with the teacher, pausing to answer any questions and soliciting feedback from the teacher on his or her performance. This conversation is intended to provide the teacher with a concrete picture of his or her strengths and areas for development based on all available evidence.
5. End the conference by discussing strategies to improve on the key areas for development and/or future Professional Growth Goals (these may be similar).

#### ***After the End-of-Year Conference:***

- Make copies of all forms.
- Follow district guidelines/protocols for reporting teacher evaluation ratings.

## Organization Tips for Evaluators

Building administrators will become the in-house experts on the Rhode Island Model in each district and the primary point of contact for information on the system within their schools. RIDE has designed a series of orientation sessions for building administrators to simplify the task of orienting teachers to the model. The better that teachers understand the Rhode Island Model, the more comfortable they will feel as they navigate the process of developing Professional Growth Goals for the Professional Growth Plan and Student Learning Objectives. Teachers will also have a Teacher's Guide to help them stay on track throughout the year, and a growing menu of learning and support tools available on RIDE's website at <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation>.

From an administrative perspective, one of the most important aspects of this process is advance planning. Building administrators will drive this process by developing their own Professional Growth Plan and school-wide Student Learning Objectives during the summer<sup>10</sup>. It's crucial for administrators to maintain a high degree of collaboration with their staff in the development of the school-wide Student Learning Objectives. Once the school-wide Student Learning Objectives are set, it is important to communicate this information to teachers before the school year begins, as well as expectations for how teachers should align their Student Learning Objectives to those of the school.

Another key planning step is creation of the administrator's yearly calendar, which should take place as early as possible. Administrators should map out their own responsibilities as an evaluator and coordinate with staff in the building who may assist with evaluation activities to build their activities into the calendar as well. It's important to allot sufficient time for observations, conferences, and, if applicable, school-wide professional development activities. This will increase the administrator's ability to manage the development and evaluation process in combination with his or her other administrative duties. This sample timeline of evaluation responsibilities provides a sense of the time commitment required to fulfill these tasks.

<i>Timeline of Evaluation Responsibilities</i>	
<b>Prior to beginning of school year</b>	<ul style="list-style-type: none"><li>• Work with district to identify district needs and goals.</li><li>• Analyze school needs based on available data and set goals for building administrators, and for school. Consult with faculty and staff to revise as appropriate.</li><li>• Work with district to determine what assessments are already available for possible teacher use in each grade level/content area/course.<ul style="list-style-type: none"><li>○ Consider what learning should come out of each classroom/course and what curricula are in place.</li></ul></li><li>• Structure teacher teams for the purpose of developing common assessments (if necessary/possible) and setting Student Learning Objectives together. Sitting in on department team meetings will allow the administrator to preview the work teachers are doing before the Beginning-of-Year Conferences, and better anticipate each teacher's Student Learning Objectives.</li><li>• Create plan for instructional leadership – populate calendar with tentative dates</li></ul>

<sup>10</sup> In school year 2011-2012 administrators may not be able to develop their Professional Growth Plan and school-wide Student Learning Objectives over the summer, but should do so during subsequent years.

	<p>for observations and conferences as well as any dates for school-wide professional development activities or other meetings.</p> <ul style="list-style-type: none"> <li>Use plan to create a year-long calendar for the entire staff that includes important evaluation deadlines, common professional development time, faculty and department meetings, holidays, vacations, early release days or other events that affect the school.</li> </ul>
<b>September</b>	<p>Beginning-of-Year Conferences with each teacher</p> <ul style="list-style-type: none"> <li>Approve Student Learning Objectives. <ul style="list-style-type: none"> <li><i>For courses/content where common assessments are not available, review and approve teacher-created classroom-level assessment(s) and scoring materials, revising as necessary.</i><sup>11</sup></li> </ul> </li> <li>Approve Professional Growth Plan.</li> <li>Log conferences.</li> <li>Begin to draft broad timeline of observations.</li> </ul>
<b>September - December</b>	<p>Conduct at least two observations per teacher<sup>12</sup>, provide feedback, and log observations. One of these observations should be longer and announced.</p>
<b>January</b>	<p>Mid-Year Conferences with each teacher</p> <ul style="list-style-type: none"> <li>Review mid-year student learning data, adjusting Student Learning Objectives if necessary.</li> <li>Review observation data collected and feedback shared to date.</li> <li>Review any available evidence for non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubric.</li> <li>Review Professional Growth Plan, adjusting if necessary.</li> <li>Log conferences.</li> </ul>
<b>February - May</b>	<p>Conduct remaining balance of required observations, provide feedback, and log observations.</p>
<b>May</b>	<p>Prepare for End-of-Year Conferences with each teacher</p> <ul style="list-style-type: none"> <li>Request the following information from each teacher: <ul style="list-style-type: none"> <li>Any remaining sources of evidence related to non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics.</li> <li>Final results and scores for each source of evidence related to Student Learning Objectives.</li> </ul> </li> <li>Review the Professional Growth Plan.</li> <li>Review End-of-Year student learning data (&amp; growth model results, if applicable)<sup>13</sup> and use the Student Learning Objective Scoring Guidelines to assign Student Learning Objective scores.</li> <li>Assign scores on TPP &amp; PR rubrics.</li> <li>Calculate final effectiveness ratings and prepare feedback for the conferences that includes both strengths and areas of development.</li> </ul>

<sup>11</sup> In school year 2011-2012, the timeline for selecting, reviewing and approving assessments will be more flexible and Beginning-of-Year Conferences may not occur until October.

<sup>12</sup> Teachers in gradual implementation districts will receive at least one longer, announced observation and at least one shorter, unannounced observation during the 2011-2012 school year.

<sup>13</sup> Growth Model scores will not be available in school year 2011-2012.

	<ul style="list-style-type: none"> <li>• Conduct End-of-Year Conferences with each teacher.</li> <li>• Log information from conferences.</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Ensure all evaluation results have been submitted to appropriate district personnel.</li> <li>• Reflect on the past year and begin considering next year's Student Learning Objectives and Professional Growth Goals for school and teachers.</li> </ul>

## PART FOUR:

# Measures of Student Learning

Across the country, effective teachers and school leaders plan for student growth and measure progress. They review state and national standards, measure students' starting points, give assessments aligned to those standards, and measure how much their students grow during the school year. These educators set learning goals for their students and use assessments to measure their progress toward these goals, adjusting their instruction accordingly along the way as data become available. Having these goals and assessments in place allows them to plan backward and create a roadmap to success, ensuring that every minute of instruction is moving the class and the school toward a common vision of achievement.

In addition to Professional Practice and Professional Responsibilities, the third component of the Rhode Island Model is Student Learning. Every educator will have Student Learning Objectives, which are specific, measurable goals for their students' learning. Teachers will set 2-4 Student Learning Objectives and building administrators will share the same set of 4-6 Student Learning Objectives.<sup>14</sup> Starting in the 2012-2013 school year, teachers who are responsible for student learning in ELA and mathematics in grades 3 through 7 and building administrators in schools with students in grades 3-7 will also receive a rating based on students' growth on NECAP ELA and mathematics tests, compared to students with similar score history, using the "Rhode Island Growth Model" (RIGM). For more information on the RIGM, go to <http://www.ride.ri.gov/assessment/RIGM.aspx>.



## Student Learning Objectives

Many teachers in Rhode Island are already setting standards-aligned goals for their students. Teachers are planning backward to align their daily and weekly instruction with their long-term goals, giving valid and rigorous assessments on an ongoing basis to measure student progress toward their goals, and instructing their students powerfully, informed by the goals, plans, and assessments.

The Rhode Island Model seeks to make this best practice a part of every teacher's planning. A Student Learning Objective is a long-term (typically one semester or one school year) academic goal that teachers and administrators set for groups of students. It must be specific and measureable, based on available prior student learning data, and aligned to state standards<sup>15</sup>, as well as any school and district priorities. Student Learning Objectives should represent the most important learning during an interval of instruction and may be based on progress or mastery. Objectives based on progress must include a

<sup>14</sup> Recognizing gradual implementation is a chance to learn about the system, we encourage administrators to provide RIDE feedback on other possible scenarios for administrators setting school-wide objectives if, based on the school structure, sharing the same set of objectives does not appear to be appropriate.

<sup>15</sup> For courses where state standards do not exist, Student Learning Objectives should align to other recognized standards (e.g., standards from content groups like the National Council of Teacher of Mathematics).

baseline for each target, as this is necessary to calculate student growth. Objectives based on mastery may, but are not required to, include a baseline for each target. While a baseline will help educators set rigorous but attainable targets for mastery goals, it is not necessary to determine whether students have mastered course material.

Evaluators will work with teams of teachers and administrators to develop a set of Student Learning Objectives for each grade level, course, or school. All teachers of the same course in the same school should use the same set of objectives, although specific targets may vary if student starting points differ between classes. A teacher may add additional objectives. All administrators in the same school will be responsible for one set of school-wide objectives.

## **The Purpose of Student Learning Objectives**

Student Learning Objectives present an opportunity for teachers and administrators to be closely involved in shaping the manner in which their practice and the performance of their students is evaluated. With the use of Student Learning Objectives, educators work together to determine how content should be prioritized and establish clear expectations for how student learning should be assessed. Student Learning Objectives allow for the use of multiple measures of assessment, including existing off-the-shelf assessments and those that are developed by teams of educators. Teachers and administrators will set targets based upon available data for their specific population of students.

This goal-setting process is an integral part of a good education practice—one that many educators around the state already engage in every year. Setting and attaining Student Learning Objectives requires the purposeful use of data through both formal and informal assessments. This process recognizes and documents academic gains in non-NECAP tested grades and subjects and supplements NECAP scores in tested grades and subjects. Finally, it focuses instruction on district and school improvement plans and student needs.

For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require collaboration and the use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Over time this process will help us establish statewide perspectives on student progress and learning.

## **Aligning Student Learning Objectives with District and School-Level Goals**

Student Learning Objectives are not set by educators in isolation; rather, they are developed by teams of administrators, grade-level teams or groups of content-alike teachers and, are aligned to district and school priorities, wherever possible<sup>16</sup>.

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<sup>16</sup> Teachers who are the sole teachers for a particular grade and subject combination are encouraged to collaborate with teachers of the same course across the district or with other grades/subjects within the school.

School-wide Student Learning Objectives will set the direction for the entire school throughout the year. School leaders will establish four to six<sup>17</sup> Student Learning Objectives that focus on student results in high-priority areas for the district and school. Teachers will be responsible for two to four Student Learning Objectives<sup>18</sup>. Teams of school leaders will share the same set of objectives, developed as a team with guidance from their evaluator(s). School leaders will determine objectives that are aligned to the district and/or school's goals or School Improvement Plan and informed by student data from previous years. School leaders are also encouraged to incorporate teacher input into future objectives, and should begin planning them in the spring for the following school year as part of a cyclical process.

Once school-level objectives are finalized and aligned with district priorities, teachers will need to develop objectives that align with the school-level goals. School leaders will finalize their Student Learning Objectives with their evaluators (district administrators) prior to the start of the school year so that teacher teams can align their Student Learning Objectives to those of the school leaders. For courses where objectives cannot be aligned to school-level objectives, principals will work with teacher teams to develop Student Learning Objectives that complement school priorities.

## **Processes: Setting and Revising Objectives**

### **Setting Student Learning Objectives**

Educators should begin the process with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data and/or assessment data from the prior year can be used to set quantifiable targets. Targets should always be set using the highest quality source of evidence available. Targets should be rigorous and attainable for all students and/or are ambitious based on the past performance of similar cohorts of students, when taught with best practices from the school, district, or outside the district.

Student Learning Objectives must be able to be scored in time for use in calculating summative evaluation ratings (student results available by the end of May for teachers, by the end of June for building administrators). For this reason, some common assessments that report scores in the summer (e.g. Advanced Placement) may not be used for Student Learning Objectives. However, if past versions of such common assessments are available and can be scored at the school or district level before the end of the year, educators are encouraged to use them.

Another key element to consider when setting Student Learning Objectives is horizontal and vertical consistency. When a Student Learning Objective is horizontally consistent, all teachers in the same grade-level and/or subject collaborate on shared Student Learning Objectives. Vertically consistent Student Learning Objectives should be consistent with the school administration's school-level goals (for

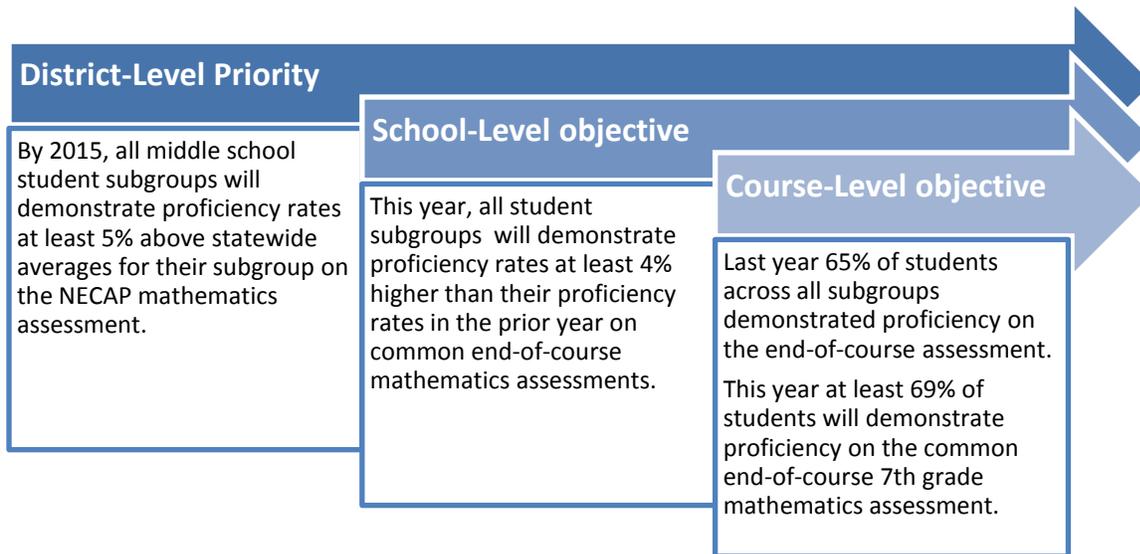
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<sup>17</sup> Building administrators in gradual implementation districts will set at least two Student Learning Objectives in 2011-2012.

<sup>18</sup> Teachers in gradual implementation districts will set at least two Student Learning Objectives in 2011-2012.

teachers in applicable subject areas and grade levels<sup>19</sup>). School-level objectives, in turn, should be consistent with key district goals and priority metrics and/or the school or district improvement plan. See the graphic below for an example of vertically-aligned objectives.

The graphic below shows an example of vertically-consistent objectives:



## A Team Process for Setting Student Learning Objectives

Building administrators' ability to meet their school-level Student Learning Objectives will depend on the quality and rigor of the Student Learning Objectives set by teacher teams, as well as the alignment between the school's big-picture objectives and the teachers' course/content-level objectives. Similarly, superintendents and district leaders' ability to meet district-wide goals will depend on the quality and rigor of the Student Learning Objectives set by teams of administrators at the building level. Teachers and building administrators will benefit from the leadership of their managers in setting Student Learning Objectives, especially in the first few years of the Rhode Island Model's implementation. As a result, district priorities and school-level objectives should be easy for educators to access.

## Teacher Teams

One of the best ways to ensure teachers' Student Learning Objectives are both aligned to the school-wide Student Learning Objectives and comparable across different classrooms is to effectively use grade level/department teams in the process of setting objectives and determining sources of evidence. All

<sup>19</sup> For instance, if a district has prioritized reading comprehension in grades 5-8, administrators should set a reading objective that supports the district's goal. Teachers of ELA in grade 5-8 would then design a Student Learning Objective that complements the district and school objectives. Teachers of grade and subject combinations without school- and district-level objectives do not need to consider vertical consistency in setting their objectives.

teachers who teach the same course (grade-level and subject combination) should use the same evidence sources for their objectives related to that course. This will promote consistency and fairness for teachers, while ensuring that students across the school are held to the same standards of achievement. Uniform assessments for teachers of the same courses will also save time for teachers and evaluators.

While teachers may set their targets individually, based on the starting points of their students, these targets should be discussed with other teachers of the same courses to ensure consistency of rigor of expectations for students across classes. Where different classes do not have demonstrably different starting points, targets should be the same for each teacher of a course. Teachers who are the sole teachers for a particular grade and subject combination and do not have a team with which to develop Student Learning Objectives are encouraged to collaborate with teachers of the same course across the district or with teachers of other grades/content areas within their school. The evaluator's role is to provide opportunities for grade level/department teams to meet and to ensure that Student Learning Objectives are of uniformly high quality across grade-level and content areas, with rigorous, quantifiable targets set for student performance based on high-quality sources of evidence.

## **Administrator Teams**

Because all administrators in the same building will share the same set of Student Learning Objectives, it is important that the building's team of administrators work together to set and monitor all Student Learning Objectives. Toward the end of the school year, as planning begins for the following school year, building administrators should meet to examine progress toward the current year's Student Learning Objectives. Building administrators should work together as a team to review available learning data and begin planning for next year's Student Learning Objectives, ensuring all objectives are aligned to district priorities, school improvement plans and other accountability measures. Individual targets may need to be adjusted once learning data from the current school year is complete and all school-wide objectives will need to be approved by the superintendent or his/her designee. It is the responsibility of the principal to convene meetings of all building administrators and to make sure objectives are finalized and ready for the superintendent/designee to review and approve.

### **Student Learning Objectives: Using Teacher Teams to Set Objectives**

1. Prior to the start of the year, building administrators share their school-level Student Learning Objectives with their staff and review them in detail with teacher-leaders (department chairs, grade level chairs, etc.).
2. Building administrators identify any district-wide assessments and school-level assessments that must be used to measure student learning.
3. School administrators communicate with teacher leaders before the start of the school year about the process for setting Student Learning Objectives and work with them to schedule grade level/department meetings at the very beginning of the school year (preferably before the year starts). If possible, these meetings should be staggered to allow the building administrator (or an assistant principal, if applicable) to attend.
4. The goals of each grade level/department meeting should be to determine:
  - a. The priority standards and skills for each course (and ensure they are aligned with school-level Student Learning Objectives, School Improvement Plans, district priorities, etc.).
  - b. Common objectives based on these standards and agreement on the evidence of how well the objectives have been met in terms of student learning.
  - c. Common ways of measuring student learning – the sources of evidence for each objective (if common assessments do not already exist, teacher teams should work together to create or obtain them). In the first year of implementation, if common assessments do not yet exist, teacher teams may establish a plan to ensure these assessments are purchased or developed and use existing assessments to measure student learning in school year 2011-2012.
  - d. If applicable, baselines for each source of evidence by examining prior student learning data or administering a pre-test early in the school year.
  - e. Determine what a “rigorous” target is for each objective. A rigorous target is ambitious but attainable in terms of achieving or making progress towards proficiency on the standards.

# Approving Student Learning Objectives

## Criteria for Acceptable Student Learning Objectives

In order for a Student Learning Objective to be approved, it must be rated acceptable on three criteria:

1. **Priority of Content:** is the objective focused on the right material?
2. **Rigor of Target:** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?
3. **Quality of Evidence:** Will the evidence source(s) allow for clear, accurate measurement of student learning?

	Unacceptable	Acceptable
Priority of Student Learning objective Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

### Priority of Content:

The Student Learning Objective should align to state Grade Level and Grade Span Expectations (GSEs and GLEs) and/or the Common Core State Standards (CCSS). In most cases, the objective should cover all standards that the teacher plans to teach throughout the interval of instruction (which must represent a significant portion of the instructional period). If the school or district has made particular standards a priority for instruction, those standards may be the focus of the Student Learning Objective(s).

If met, the Student Learning Objective should provide students with essential knowledge and skills that are necessary for success in the next grade or level of instruction.

### Rigor of Target:

Student Learning Objective targets should represent an appropriate level of stretch for the student population— a goal that is challenging, yet attainable. There are several additional sources educators may draw on to benchmark how challenging a Student Learning Objective is:

- Whether or not the target reflects adequate progress toward proficiency in the content area assessed
- How difficult it is for the current students to make significant progress towards the goal during the year

- How difficult it is for students to make significant progress towards the goal, both in the current year and in the past (comparisons could be made to other similar students, to all students, and to students who have been recognized for their excellence in attaining what the Student Learning Objective sets forth to do)
- Some educators may be provided with a numeric growth target on a summative assessment, generated automatically by analysis of prior test results (e.g. off-the-shelf assessments that report standard benchmark scores). Such commercially generated targets should be used with caution until validated locally.

**Quality of Evidence:**

If a common assessment is available that is appropriate for a Student Learning Objective, it must be used. Individual objectives may require more than one source of evidence. All assessments used for Student Learning Objectives should be approved by the evaluator (or district-wide) using the criteria below. A common assessment need only be approved once, unless the assessment changes significantly from its originally approved form. *If the objective will be measured using a school-based assessment, i.e., one that is not used by teachers outside of the school,* the assessment and scoring tool must be reviewed using the following criteria:

<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Do items align to the scope of RI/district/school-approved standards, curriculum and content/skills for the course?</li> <li>▪ Would mastering this content be a “big win” for students learning this subject at this grade-level?</li> <li>▪ Will the content and skills assessed by the items provide students with knowledge and skills that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course?</li> <li>▪ (Where appropriate): Do the items measure students’ attainment of individualized IEP goals?</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>▪ Are the items appropriately challenging (e.g., right level of Bloom’s Taxonomy, Webb’s cognitive complexity)?</li> <li>▪ Do items require appropriate critical thinking and application?</li> <li>▪ Are there some items that are at a level of difficulty that only a few students will get them correct (stretch)?</li> <li>▪ Do multiple choice items include answer choices that make the questions rigorous (more than one choice is plausible)?</li> <li>▪ Does the set of reading and language items go beyond fluency, decoding, and basic comprehension to address relevant standards, including critical comprehension and inferential thinking? Do reading and language items require ambitious but feasible reading levels?</li> <li>▪ At HS level, are items designed at the bars that students will see in entrance and certification exams (e.g., SAT)?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>▪ Are items designed such that wrong answers will identify student’s levels of knowledge/mastery?</li> </ul>

<b>Timing of Results Availability</b>	<ul style="list-style-type: none"> <li>When will results be made available to the educator? (Externally-scored assessments should make results available to the evaluator and teacher prior to their End-of-Year Conference). For instance, a teacher of an Advanced Placement course would not receive their results until July; accordingly, an AP teacher may administer a previously released AP exam as their summative assessment and score it using the College Board’s scoring guide.</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>Are the items free from words and knowledge that are idiosyncratic to particular ethnicities, subcultures, and genders?</li> <li>Are appropriate accommodations available and provided to students as needed?</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>Is there sufficient number of items in multiple formats for each important, culminating, overarching skill?</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>Do open-ended questions have rubrics that (1) clearly articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery?</li> <li>Does scoring give appropriate weight to the essential aspects?</li> </ul>

## Revisiting and Revising Student Learning Objectives

### Revisiting Student Learning Objectives at the Mid-Year Conference

During the Mid-Year Conference, to be held in January or February, the teacher and evaluator will check-in regarding the teacher’s progress toward their Student Learning Objectives. Prior to the conference, the evaluator will review the student learning data pertaining to the educator’s Student Learning Objectives, as well as their notes from the Beginning-of-Year Conference and any changes in the student composition of the classroom or school. This review of student learning data may be focused on formative results, as some data sources may not yet be available.

Evaluators will not assign ratings to Student Learning Objectives at the Mid-Year Conference. The purpose of this review of student learning data is to add context to the educator’s observed performance and enhance discussion of instructional strengths and areas for improvement as they pertain to student learning. The evaluator should ask questions that will help him/her gauge the current level of student learning:

- How are your students progressing toward your Student Learning Objectives? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

The evaluator’s review of student learning prior to the Mid-Year Conference also allows the evaluator to get to know the educator’s methods of monitoring and assessing student progress, and will inform any decision to revise the educator’s Student Learning Objectives.

## Revising Student Learning Objectives

The Mid-Year Conference presents an opportunity to revise Student Learning Objectives if it becomes clear that they can be improved. At the Mid-Year Conference, the educator and evaluator will review available student learning data and reexamine the Student Learning Objectives to determine if adjustments should be made. Adjustments may be made if:

- Objectives have already been met and/or are not sufficiently ambitious.
- Objectives are too ambitious.
- Based on new data collected since they were set, objectives fail to address the most important learning challenges in the classroom/school.
- New, more reliable data sources are available.
- Class compositions or teaching schedule have changed significantly.

The standards, targets, and/or the assessments in a Student Learning Objective may all be adjusted.

Timeline for revising Student Learning Objectives:

- At least 48 hours (2 school days) prior to the Mid-Year Conference: Educator shares student learning data to date with evaluator.
- At Mid-Year Conference: Educator and evaluator discuss Student Learning Objectives.
- Within 48 hours (2 school days) following Mid-Year Conference: Educator revises Student Learning Objectives and sends to evaluator. Evaluator approves changes as discussed, or continues to work with educator to refine objectives.
- By mid-February: All Student Learning Objectives should be “locked” (no more changes made).

Teachers of semester-long courses should make any necessary revisions to their Student Learning Objectives by the midway point of the semester.

## Scoring Student Learning Objectives

At the End-of-Year Conference, the evaluator should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, and determine the extent to which each objective was met. Evaluators will rate each individual objective as Did Not Meet, Met, or Exceeded.

After rating each objective individually, the evaluator will make a holistic judgment about the teacher’s overall impact on student learning. Using the Student Learning Objective Scoring Guidelines below, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign the

teacher an overall rating. When the results do not clearly indicate an overall rating, evaluators should draw on their expertise and use their own judgment.

## Guidelines for Scoring Student Learning Objectives

After rating each Student Learning Objective individually, evaluators will select one of the categories below that best describes the teacher’s overall attainment of the objectives:

### **Exceptional Attainment of Objectives**

Evidence across all Student Learning Objectives indicates exceptional student mastery or progress. All objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.

### **Full Attainment of Objectives**

Evidence across all Student Learning Objectives indicates superior student mastery or progress. All objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.

### **Considerable Attainment of Objectives**

Evidence across all Student Learning Objectives indicates significant student mastery or progress. Most objectives are met. If an objective was not met, evidence indicates that it was nearly met. This category applies to the educator who overall has nearly met the majority of the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.

### **Partial Attainment of Objectives**

Evidence across all Student Learning Objectives indicates some student mastery or progress. Educator may have met or exceeded some objectives and not met other objectives. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations described in their Student Learning Objectives.

### **Minimal or No Attainment of Objectives**

Evidence across all Student Learning Objectives indicates little student mastery or progress. Most or all objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.

# Student Learning Objectives Timeline and Checklist

<p><b>Beginning-of-Year Conferences:</b> Review and approve each teacher’s draft Student Learning Objectives.</p>	
<p><b><i>Prior to the Beginning-of-Year Conference:</i></b></p>	
<p>The <b>teacher</b> should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collect and analyze relevant student learning data.</li> <li><input type="checkbox"/> Meet with other teachers of the same course or grade level (if applicable) to review standards, select or create assessments, and draft course-level Student Learning Objectives.</li> <li><input type="checkbox"/> Complete the Student Learning Objective Form for his or her own classes. <ul style="list-style-type: none"> <li>o If a teacher-created assessment is being used for the Student Learning Objectives, a copy of the assessment and any relevant scoring guide/rubric should be provided to the evaluator.</li> </ul> </li> <li><input type="checkbox"/> Provide copies of the above to the evaluator at least 48 hours in advance of the conference (2 school days).</li> </ul>	<p>The <b>evaluator</b> should:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If possible, meet with course teams as they plan their Student Learning Objectives.</li> <li><input type="checkbox"/> Review the teacher’s Student Learning Objectives and any relevant student learning data</li> <li><input type="checkbox"/> If a teacher-created or teacher-obtained assessment is being used, review the assessment and scoring tool.</li> </ul>
<p><b><i>During the Beginning-of-Year Conference:</i></b></p>	
<ol style="list-style-type: none"> <li>1. Review and discuss the relevant student learning data and Student Learning Objectives. <ol style="list-style-type: none"> <li>a. If necessary, make any adjustments to the Student Learning Objectives.</li> </ol> </li> <li>2. <b>If changes do not need to be made to the Student Learning Objectives, the evaluator may approve both by signing each document.</b></li> <li>3. Establish clear next steps for the evaluator and teacher after the conference.</li> </ol>	
<p><b><i>After the Beginning-of-Year Conference:</i></b></p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> If any significant changes needed to be made to Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within two weeks for approval. The evaluator should review them immediately and approve the changes if they are acceptable.</li> </ul>	

### Mid-year Conferences:

Review student learning data supplied by the teacher, revise Student Learning Objectives if necessary.

#### ***Prior to the Mid-Year Conference:***

##### **The teacher should:**

- Collect all interim student learning data related to the sources of evidence for Student Learning Objectives and submit this data to the evaluator 48 hours before the conference (2 school days).

##### **The evaluator should:**

- Examine all available student learning data and determine if any changes are necessary to Student Learning Objectives.

#### ***During the Mid-Year Conference:***

**Review all available student learning data and reexamine the Student Learning Objectives and determine if adjustments should be made. Adjustments may be made if:**

- Objectives have already been met and/or are not sufficiently ambitious.
- Objectives are too ambitious.
- Based on data collected since they were set, objectives do not sufficiently address the most important learning challenges in the classroom/school.
- New, more reliable data sources are available.
- Class compositions or teaching schedules have changed significantly.

#### ***After the Mid-Year Conference:***

- If any revisions needed to be made to Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within 48 hours (2 school days) for approval. The evaluator should review them immediately and approve the changes if they are acceptable.

**All student learning objectives should be “locked” (no more changes made) by mid-February.**

**End-of-Year Conferences:**

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives.

***Prior to the End-of-Year Conference:***

The **teacher** should:

- Collect all student learning data related to the sources of evidence for Student Learning Objectives and record this data on the Student Learning Objective Form.
- Submit any remaining additional student learning evidence (e.g., class sets of graded student assessments).
- Submit any written context necessary for evaluator’s review of evidence.
- Submit the final Student Learning Objective Form 48 hours before the End-of-Year Conference (2 school days).

The **evaluator** should:

- Examine all available student learning data and determine the extent to which each objective was met.
- Determine the overall Student Learning Objective score that best describes the learning of the teacher’s students, using the Student Learning Objective Scoring Guidelines.

***During the End-of-Year Conference:***

1. Review and discuss the student learning data and progress toward objectives.
2. Evaluator has a chance to ask any outstanding questions about student learning data.

***After the End-of-Year Conference:***

- Evaluator finalizes overall Student Learning Objective score and shares with teacher, along with any rationale and summative feedback.
- Evaluator follows district guidelines/protocols for reporting teacher evaluation ratings.

# Student Learning Objectives and Educator Evaluation

## Roles of the State and Districts in the Student Learning Objectives Process

The Student Learning Objective process described in this framework will be used statewide. The protocol for how objectives are set, monitored, and scored is determined by RIDE. Districts have flexibility in which assessments they use in various grades and subjects, and the local common scoring rubrics they use to score student performance on those assessments. Because RIDE wants to make sure the Rhode Island Model is adaptable to different contexts, districts also have flexibility in determining who will evaluate teachers, especially if individuals other than administrators have conducted evaluations before.

## Student Learning Objective Support

RIDE will provide training to evaluators on how to approve, monitor, and score Student Learning Objectives. RIDE will also provide direct guidance to teachers on how to set and monitor Student Learning Objectives, including a series of exemplar Student Learning Objectives for various grades and subjects, to be released at the beginning of the 2011-2012 school year. These will serve as additional guidance for full implementation in the 2012-2013 school year.

In addition, RIDE is in the process of building an Instructional Management System (IMS) — an online platform that will house data, curriculum, and assessment materials. The IMS, when complete, will facilitate the Student Learning Objective process by making it easier for teachers and administrators to access common assessments and the data they need to make informed decisions.

## Supporting Materials

- A. Student Learning Objective – Teacher Form (page 117): This form is used by teachers to set their Student Learning Objectives prior to the Beginning-of-Year Conference. They will also use it to record the results of their evidence prior to the End-of-Year Conference. Evaluators will use the form to review the evidence and assign an initial rating for each individual Student Learning Objective.
- B. Teacher Guidance (page 119): This document is used by teachers as they set their Student Learning Objectives. It explains the principles that should guide their decisions regarding the *Content* on which they should focus, the *Students* to whom the objective applies, the *Target* that they set for each piece of *Evidence*, and their plans for *Administration and Scoring*. It also explains how their Student Learning Objectives will be scored by the evaluator.
- C. Student Learning Objective –Building Administrator Form (page 121): This form is used by administrators to set their Student Learning Objectives prior to the Beginning-of-Year Conference. They will also use it to record the results of their evidence prior to the End-of-Year Conference. Evaluators will use the form to review the evidence and assign an initial rating for each individual Student Learning Objective.

- D. Building Administrator Guidance (page 123): The counterpart to the Teacher Companion described above, customized for administrators.
- E. Frequently Asked Questions about Student Learning Objectives for Teachers (page 125): This FAQ is designed to answer a few of the most commonly asked questions related to teacher's Student Learning Objectives.
- F. Exemplars (page 129): Sample sets of Student Learning Objectives are included to demonstrate the relevance of content, rigor of target, and quality of evidence that RIDE considers appropriate. Additional exemplars for other grades and content areas will be made available online at <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/StudentLearningObjectives.aspx>

## The Rhode Island Growth Model

In addition to Student Learning Objectives designed by the educator and evaluator as part of the development and evaluation process, teachers who are responsible for student learning in ELA or mathematics in grades 3 through 7 and building administrators in schools with students in grades 3-7 will also be evaluated on their students' growth on the NECAP ELA and mathematics assessments, as compared to students with a similar academic score history. Growth model scores will not be available until the 2012-2013 school year. These scores will be generated by the Rhode Island Growth Model (RIGM) and supplied to evaluators by the Rhode Island Department of Education.

The evaluator will insert a teacher's growth model score (and a school-wide growth score for building administrators) into the Student Learning matrix to calculate the educator's Student Learning ratings, as described in **Part Five** of this guide.

More information on the Rhode Island Growth Model is available at:  
<http://www.ride.ri.gov/assessment/RIGM.aspx>.

### How Are Student Growth Model Results Calculated?

Two consecutive data points (e.g., a student's test scores from his/her grade 4 and grade 5 NECAP math tests) are needed for the RIGM. Each student's growth is compared to that of his or her *academic peers*. Academic peers are defined as all students **statewide** with a similar NECAP score history, regardless of student demographics or program information (e.g., race/ethnicity, SES, IEP, LEP). The student's growth is measured as a percentile from 1-99, with higher values indicating more growth relative to academic peers. For example, a student with a **Student Growth Percentile (SGP)** of 90 showed more growth than 90% of his or her academic peers. With the RIGM, a student can have a high SGP even when performance is not yet at a proficient level.

### How Are Administrator and Teacher Scores Calculated?

For a group of students (e.g., in a classroom or school), SGP data can will be aggregated (summarized) to determine the median SGP of the group of students. To do so, all tested students' SGPs are arranged in order (e.g., 1-99) to determine the median SGP, which is most representative of the school. The median SGP is the point at which half of the students' SGPs are above and half are below. For example, the median SGP in the sample roster below would be 42.

Student SGP	
<i>Emily</i>	5
<i>Peter</i>	27
<i>Sam</i>	42 ← Median SGP
<i>Elizabeth</i>	51
<i>Alex</i>	60



## PART FIVE:

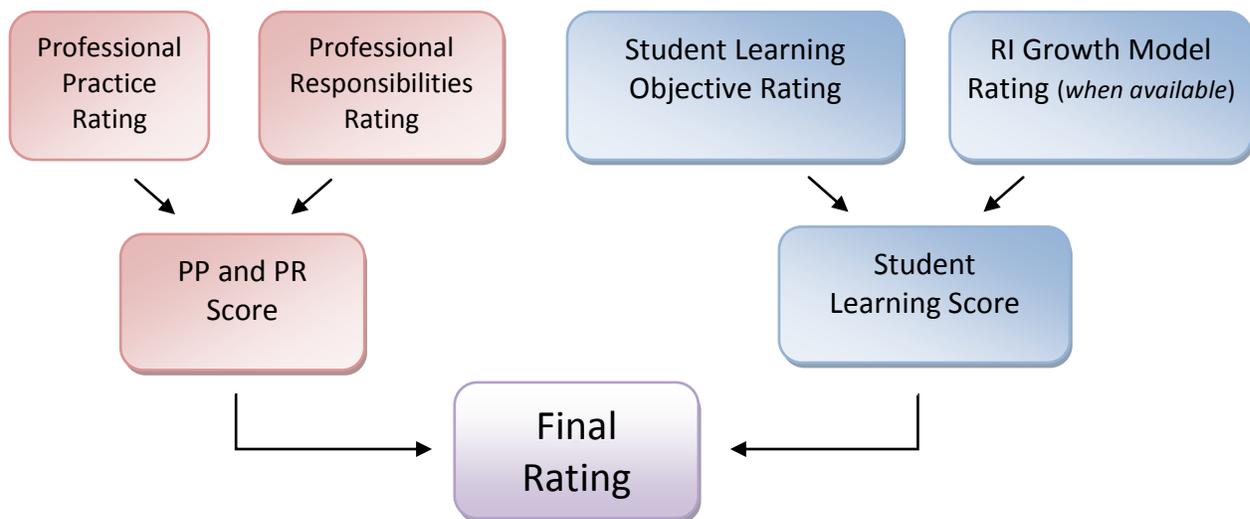
# Calculating a Final Effectiveness Rating

The final effectiveness rating for both building administrators and teachers will combine an individual's Student Learning score and Professional Practice and Professional Responsibilities score. Educators will receive one of four final effectiveness ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Responsibilities, Student Learning Objectives, and (when applicable) the Rhode Island Growth Model combine to produce the final effectiveness rating. The section that follows explains how to use a series of matrices to calculate this rating.

### Components of Final Effectiveness Rating



# Calculating Ratings for Professional Practice and Professional Responsibilities

These guidelines will help to establish fair and accurate ratings using the Professional Practice and Professional Responsibilities Rubrics for both teachers and building administrators:

- Evaluators should refer to all available data related to the educator’s performance over the course of the year, including any evidence, observation notes, and written feedback they have provided.
- Review performance descriptors for each Professional Practice competency and select the level for each competency which describes the educator’s performance. If an educator’s practice does not neatly fit descriptors at a single performance level, choose the level that is the closest overall match. Each competency must receive one whole number score (if a teacher appears to be both “exemplary” and “proficient” in a given competency, the evaluator should use their discretion to choose only one score). Each performance level has an assigned numerical point value.
- Add the scores for each competency together to get a total score for each domain in the rubric. (Domain scores are used only for informational/developmental purposes).
- Add the total domain scores for each rubric to get the total score for all competencies in each rubric.
  - Teacher Professional Practice Rubric = 21 competencies (total should be between 21 and 84)
  - Building Administrator Professional Practice Rubric = 12 competencies (total should be between 12 and 48)
  - Professional Responsibilities Rubric = 10 competencies (total should be between 10 and 30)
- Use the following bands of scores to arrive at a rating for the Building Administrator Professional Practice Rubric:
  - Exemplary = 43 – 48
  - Proficient = 31 – 42
  - Emerging = 22 – 30
  - Unsatisfactory = 12 – 21
- Use the following bands of scores to arrive at a rating for the Teacher Professional Practice Rubric:
  - Exemplary = 75 – 84
  - Proficient = 54 – 74
  - Emerging = 38 – 53
  - Unsatisfactory = 21 – 37

- Use the following bands of scores to arrive at a rating for the Professional Responsibilities Rubric (Teachers & Administrators):
  - Exceeds Expectations = 24 – 30
  - Meets Expectations = 18 – 23
  - Does not meet expectations = 10 – 17

The ratings for Professional Practice and Professional Responsibilities will be inserted into a matrix to produce a combined score referred to as “PP and PR,” as demonstrated on the following page in step 3.



Educators who receive a score of 1 on any competency on a rubric are not eligible to receive the highest overall rating on that rubric (“Exemplary” for Professional Practice or “Exceeds Expectations” for Professional Responsibilities). If this is the rating they would have received based on the scoring protocol, the teacher must automatically receive the next lowest rating.

## Calculating Scores for Student Learning

Building administrator and teacher Student Learning Objectives will be scored using the same methodology and guidelines. For educators with growth model ratings, the Student Learning Objective rating will be combined with their growth model rating to determine their overall student learning score. An example of how this works can be found in step six of the following section, **Combining Scores to Determine Final Effectiveness Rating**.

### Scoring Student Learning Objectives

At the End-of-Year Conference the evaluator should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, determining the extent to which each individual objective was met. Evaluators will rate each objective as Did Not Meet, Met, or Exceeded.

After rating each objective individually, the evaluator will make a holistic judgment about the teacher’s overall impact on student learning. Using the Student Learning Objectives Guidelines below, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign the teacher an overall rating. When the results do not clearly indicate an overall rating, evaluators should draw on their expertise and use their own judgment.

### Guidelines for Scoring Student Learning Objective

After examining each Student Learning Objective individually, evaluators will select one of the categories that best describes the teacher’s overall attainment of the objectives from the table on page 53.

## Combining Scores to Determine Final Effectiveness Rating

The final effectiveness rating for all educators will be calculated using a series of matrices. Evaluators will follow these steps:

➤ **Step 1: Determine Professional Practice Rating**

After reviewing all available evidence, use the Professional Practice Rubric and the scoring procedure outlined previously to determine an overall Professional Practice rating of “Exemplary,” “Proficient,” “Emerging,” or “Unsatisfactory.”

➤ **Step 2 – Determine Professional Responsibilities rating**

After reviewing all available evidence, use the Professional Responsibilities Rubric and the scoring procedure outlined previously to determine an overall Professional Responsibilities rating of “Exceeds Expectations,” “Meets Expectations,” or “Does Not Meet Expectations.”

➤ **Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score**

Use the matrix pictured below to determine the PP and PR score, on a scale of 1 to 4. In the example below, the educator received a Professional Practice rating of “Emerging” and a Professional Responsibilities rating of “Meets Expectations.” These combine to form a PP and PR score of 2.

**PP and PR Matrix**

Matrix used for all educators

		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

➤ **Step 4: Determine a Student Learning Objective Rating**

Rate the educator’s Student Learning Objectives, using the instructions and guidelines from the preceding section.

➤ **Step 5: Determine Rhode Island Growth Model Rating (when applicable)**

Beginning in 2012-2013, building administrators and teachers serving NECAP-tested students in grades 3-7 and subjects (ELA and mathematics) will receive a growth model rating of “Low Growth,” “Typical Growth,” or “High Growth.” In year one of implementation, the Student Learning Objective rating will be the only component of the overall Student Learning Score.

➤ **Step 6: Combine Student Learning Objective Rating and Growth Model Score to form overall Student Learning Score**

Where applicable, the Student Learning Objective rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received a Student Learning Objective rating of “Full Attainment” and a Growth Model rating of “Typical Growth”, these two ratings would combine to produce an overall Student Learning score of 4. (For teachers without a Rhode Island Growth Model rating, their Student Learning Objective rating will be their overall Student Learning rating.)

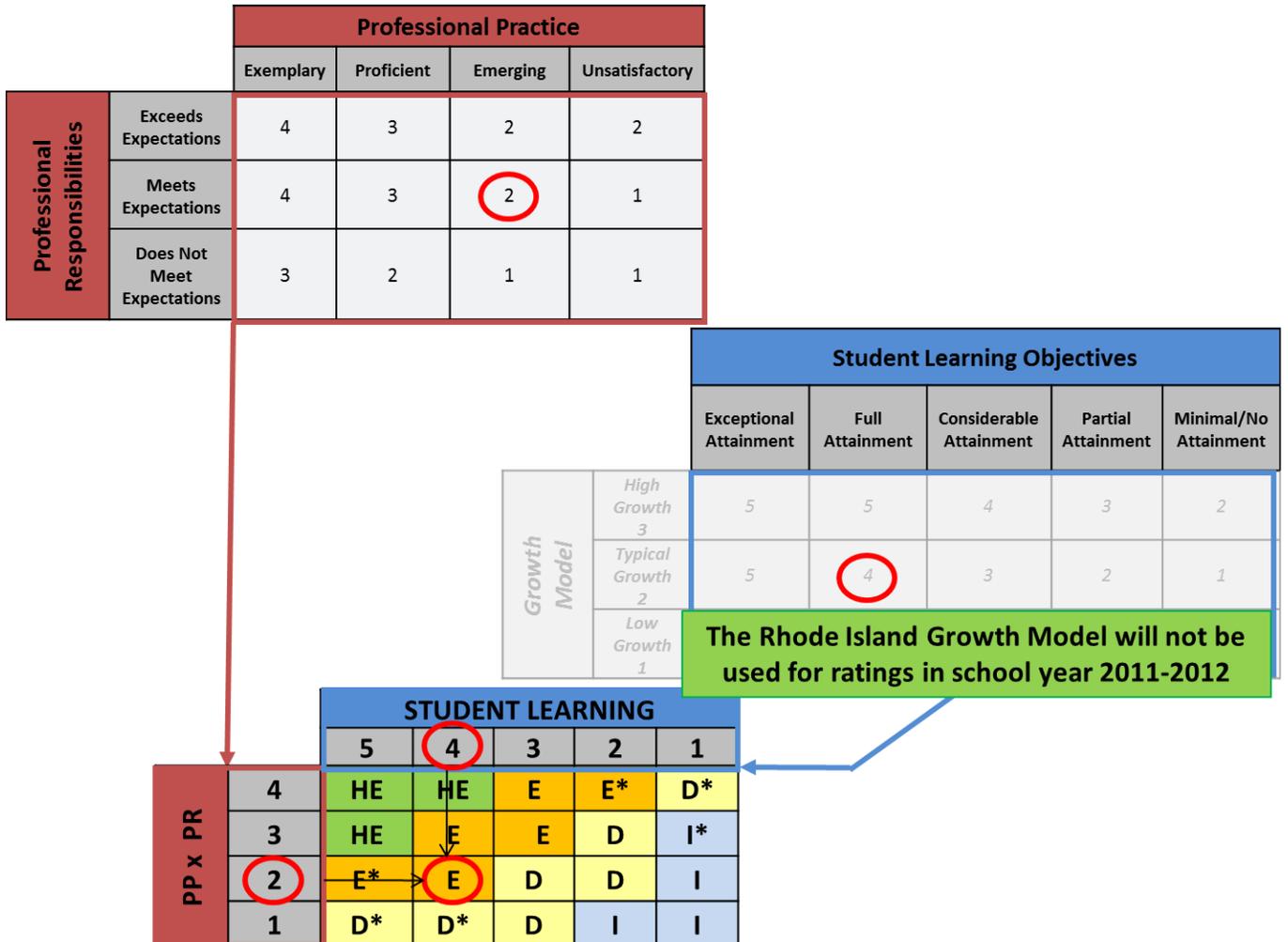
### Student Learning Matrix

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	5	4	3	2
	Typical Growth	5	4	3	2	1
	Low Growth	The Rhode Island Growth Model will not be used for ratings in school year 2011-2012				

➤ **Step 7: Determine Final Effectiveness Rating**

The PP and PR score and Student Learning score will be combined in the matrix pictured below to establish the final effectiveness rating. In this example, the educator received a Student Learning score of 4 and a PP and PR score of 2, which result in a final effectiveness rating of “Effective.”

## Calculating the Final Effectiveness Rating



**Key**

H = Highly Effective  
D = Developing

E = Effective  
I = Ineffective

*\*Ratings in any of these cells will trigger an immediate review*

# Glossary

*For terms and acronyms used in the Rhode Island Model Educator Evaluation System*

**Academic Peers:** All students statewide with a similar NECAP score history.

**Advisory Committee for Education Effectiveness Systems (ACEES):** A committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model.

**Common Core Standards:** The Common Core State Standards, adopted by the Board of Regents in July 2010, define the knowledge and skills students should have in English literacy and mathematics within their K-12 education careers so that they will graduate from high school able to succeed in college, careers and life. The Standards were developed as a state-led effort of 48 states, 2 territories and the District of Columbia and coordinated by the National Governors Association and Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators and education experts.

**Complementary Evaluator:** An evaluator who, in designated cases, may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Primary evaluators will have sole responsibility for assigning evaluation ratings.

**District Evaluation Committee:** Oversees the implementation of educator evaluation in each local school system and ensures that the system is fairly and accurately administered.

**Full Implementation:** Complete implementation of the system in all districts, which will take place in 2012-2013 school year. Also refers to those districts implementing the system in full during the Gradual Implementation phase of the roll-out during the 2011-2012 school year.

**Grade Level Expectations (GLEs):** In response to the federal No Child Left behind Act (NCLB), Rhode Island partnered with Vermont and New Hampshire to develop Grade Level Expectations (GLEs) and to design the New England Common Assessment Program (NECAP).

**Grade Span Expectations (GSEs):** Grade Span Expectations represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate proficiency in applying them independently.

**Gradual Implementation:** A phased-in implementation of the Rhode Island Model Educator Evaluation System during the 2011-2012 school year.

**Intermediary Service Providers (ISPs):** RIDE-trained part-time personnel who will lead training for school-based and central office administrators on the evaluation system. During the school year, they will support districts, schools, administrators and educators with on-the-ground evaluation system implementation on an optional basis.

**Job-Embedded Professional Development:** Learning that occurs as educators engage in their daily work activities, through a process that focuses on strategic improvement and reflection which results in enhancement of existing abilities, knowledge, or skills. It can be both formal and informal and includes,

but is not limited to, discussion with others, instructional coaching, peer coaching, mentoring, study groups and action research.

**New England Common Assessment Program (NECAP):** A series of reading, writing, mathematics and science achievement tests, administered annually, which were developed in response to the Federal No Child Left Behind Act. It is collaborative project of the New Hampshire, Rhode Island and Vermont departments of education, with assistance from the National Center for the Improvement of Educational Assessments. Measured Progress, an assessment contractor from Dover, New Hampshire, coordinates production, administration, scoring and reporting. The NECAP tests measure students' academic knowledge and skills relative to Grade Expectations which were created by teams of teachers representing the three states. Student scores are reported at four levels of academic achievement; Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8 and 11, and science is assessed in grades 4, 8 and 11. The reading, math and writing tests are administered each year in October. The science tests are administered in May.

**Observation:** The Rhode Island Model's development and evaluation process for teachers calls for a series of classroom observations by the teacher's evaluator, including longer, announced observations and a shorter, unannounced observations. For building administrators, observations consist of school visits from the superintendent or his/her designee.

**Primary Evaluator:** The person chiefly responsible for evaluating a teacher or building administrator.

**Professional Growth Goals:** These goals, identified through the Self-Assessment and reviewing prior evaluation data, are the focus of the teacher's or administrator's Professional Growth Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

**Professional Growth Plan:** The individualized plan for educator professional development based on the Self-Assessment and prior evaluation data. Each plan consists of Professional Growth Goals and clear action steps for how each goal will be met.

**Professional Practice Rubric:** For teachers, this rubric measures the many elements of effective instruction. For administrators, the rubric measures the leadership skills which build high-performing schools. Available ratings include: Exemplary, Proficient, Emerging, or Unsatisfactory.

**Professional Responsibilities Rubric:** This rubric measures the professional values that all Rhode Island educators are expected to exhibit, separate from the instructional responsibilities of a teacher or the leadership responsibilities of an administrator. Available ratings include: Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations.

**Rhode Island Code of Professional Responsibilities:** Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Educational Leadership Standards, were used to develop the Professional Responsibilities Rubric.

**Rhode Island Educational Leadership Standards:** Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode

Island Code of Professional Responsibilities, were used to develop the Professional Responsibilities Rubric.

**Rhode Island Educator Evaluation System Standards:** Developed by RIDE in 2009 to help school districts build rigorous, fair and accurate educator evaluator systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force.

**Rhode Island Growth Model:** This growth rating is one of two methods used to measure Student Learning. The other method is Student Learning Objectives. For teachers, the RI Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect two years' worth of assessment data. For administrators with available Rhode Island Growth Model results, this score will be combined with the student learning objective score using a matrix similar to the one used for teachers.

**Rhode Island Professional Teaching Standards:** The RIPTS were developed by a working group comprised of teachers, administrators, and other educators from throughout the state and are rooted in highly respected state and national teaching standards. They are an outgrowth of the Rhode Island Beginning Teacher Standards (RIBTS) that were promulgated in 1994. These standards were used to develop the Professional Practice Rubric.

**Rhode Island Urban Education Task Force:** One of the organizations that helped to develop the Rhode Island Educator Evaluation System Standards.

**School Accountability for Learning and Teaching (SALT):** Introduced in 1998 by RIDE, this school-centered cycle of activities was designed to improve school and student performance. The SALT cycle was developed by RIDE with the help of many Rhode Island educators.

**School Improvement Plan:** The SALT (School Accountability for Learning and Teaching) program founded in 1998 asks schools to form a school improvement team, which conducts various self-study activities. The school then develops a School Improvement Plan for improving student performance based on their findings.

**School-Wide Student Learning Objectives:** Measurable, school-wide objectives reflecting the most important learning goals for students based on Rhode Island content standards and aligned with the School Improvement Plan and the district's strategic plan.

**Self-Assessment:** Teachers will complete a self-assessment at the beginning of the year and will review it prior to each conference. This self-assessment will ask educators to reflect on their past performance, relevant student learning data, prior evaluation data and professional goals for the upcoming year.

**Student Learning Matrix:** This matrix is used to calculate the combined rating from the Student Learning Objective score and the RI Growth Model score. When the growth model score is not available, the Student Objective score will serve as the Student Learning rating.

**Student Learning Objectives:** Specific, measurable goals based on Rhode Island's content standards or other nationally-recognized standards that are aligned with the School Improvement Plan and the

district's strategic plan. These goals are not student-specific. They are classroom-wide or relating to specific groupings of students within a classroom.

**Student Learning Rating:** If an administrator or a teacher has ratings available from both the RI Growth Model and Student Learning Objectives, these will be combined to form the Student Learning Rating for the administrator or teacher. If the administrator or teacher does not have a RI Growth model rating, the Student Learning Objective score will serve as the Student Learning Rating.

**Summative Rating:** The final effectiveness rating derived from the combined results of the matrices which measure Professional Practice, Professional Responsibilities and Student Learning. The four summative ratings available include: Highly Effective, Effective, Developing and Ineffective.

**Technical Advisory Committee (TAC):** A committee comprised of national experts on assessment, performance management and evaluation systems, which advises RIDE on all technical aspects of the model, including rating methodologies, Student Learning Objectives and the Rhode Island Growth Model.

# Appendix A: Rubrics





## Building Administrator Professional Practice Rubric

Building Administrator Professional Practice - Domain 1: MISSION, VISION, AND GOALS			
1A. Establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>The administrator establishes and maintains school mission, vision, and goals that are aligned with district priorities and based on the analysis of multiple sources of information; the administrator sets clear and measurable high expectations for all students and educators.</li> </ul>	<ul style="list-style-type: none"> <li>The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators.</li> </ul>	<ul style="list-style-type: none"> <li>The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure.</li> </ul>	<ul style="list-style-type: none"> <li>The administrator fails to establish and maintain a school mission, vision, and goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.</li> </ul>
			<b>1A Score: _____</b>
<p><b>Possible Sources of Evidence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level are clear, rigorous, and based on the Rhode Island learning standards</li> <li><input type="checkbox"/> School visits show that the school’s mission statement is measurable, evident, and understood by the school community</li> <li><input type="checkbox"/> School visits show that all staff understand the school’s student outcome goals</li> <li><input type="checkbox"/> Classroom visits show that lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals</li> <li><input type="checkbox"/> Results of regular assessments and other sources of information show consistent progress toward the student outcome goals</li> <li><input type="checkbox"/> School visits show that staff regularly evaluate progress toward meeting goals and adjust instructional strategies accordingly</li> <li><input type="checkbox"/> Student and/or family surveys meet district or school targets for students’ and families’ reported understanding of individual student’s learning goals, and the student’s progress toward meeting them</li> <li><input type="checkbox"/> School visits show that all staff understand their developmental goals</li> <li><input type="checkbox"/> Staff surveys meet district or school targets for staff feeling supported in reaching their developmental goals</li> <li><input type="checkbox"/> Other: _____</li> <li><input type="checkbox"/> Other: _____</li> </ul>			



**1B. Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>• Clear school-wide processes build and sustain a strong, ongoing capacity of staff and other stakeholders to develop, implement, and communicate the school’s mission, vision and goals.</li> <li>• Staff and other stakeholders take responsibility for selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and other stakeholders actively participate in developing, implementing, and communicating the school’s mission, vision, and goals.</li> <li>• Staff and stakeholders are involved in selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and other stakeholders are involved in developing, implementing, and communicating the school’s mission, vision, and goals, but involvement is limited.</li> <li>• Staff and other stakeholders have limited involvement in selecting and implementing effective improvement strategies and monitoring progress toward the mission, vision, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and other stakeholders are unaware of or not actively involved in developing, implementing, and communicating the school’s mission, vision, and goals.</li> <li>• Staff and other stakeholders have little productive involvement in selecting and implementing effective improvement strategies and monitoring progress toward the mission, vision, and goals.</li> </ul>

**1B Score: \_\_\_\_\_**

**Possible Sources of Evidence:**

- School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school’s mission, vision, and goals
- School staff and other stakeholders participate in annually updating the school’s mission statement and goals
- Surveys of staff, parents, students, or other stakeholders meet district or school targets for reported involvement in the development of the school’s mission, vision, and goals
- Surveys of staff, parents, student, or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school’s mission, vision, and goals
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_



**1C. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>Comprehensive, sustainable systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, resulting in a school-wide continuous improvement cycle that engages all stakeholders and overcomes barriers to achieving the school's mission, vision, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>Clear and effective systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address barriers to achieving the school's mission, vision, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>Some systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, but they are not clear, consistent, or not fully effective in addressing barriers to achieving the school's mission, vision, and goals.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.</li> </ul>

1C Score: \_\_\_\_

DOMAIN 1 (MISSION, VISION AND GOALS) TOTAL: \_\_\_\_

**Possible Sources of Evidence:**

- School visits reveal strong systems and processes for regularly reviewing data at the school, grade, team, subgroup, and subject/course level
- Data notebooks, data walls, or other systems of data collection and sharing show that multiple sources of information are used to regularly track and analyze student progress against goals
- School visits and discussions with staff reveal consistent and effective processes for planning for and monitoring instructional improvement
- School visits and records show that school improvement teams develop plans for improving instruction based on school goals
- Written instructional improvement and intervention plans are supported by strong rationales, based on evidence of what works in the school or with similar students
- Staff surveys meet school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_



## Building Administrator Professional Practice - Domain 2: LEARNING AND TEACHING

### 2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>• Drives change and encourages risk taking in support of student learning goals.</li> <li>• Sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies.</li> <li>• All staff receive effective, standards based, job-embedded professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Models change.</li> <li>• Staff cooperatively plans for effective instruction and the development of professional competencies.</li> <li>• Guides and supports effective, standards based, job-embedded professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports change.</li> <li>• Staff regularly discusses student learning and works to develop professional competencies, but there is not a strong, school-wide commitment.</li> <li>• Standards based, job-embedded professional development is present but sporadic or ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>• Resistant to change.</li> <li>• Staff demonstrates little or no collaboration around instructional needs.</li> <li>• Little or no standards-based, job-embedded professional development.</li> </ul>

**2A Score:** \_\_\_\_\_

**Possible Sources of Evidence:**

- Staff surveys meet district or school targets for reported school wide commitment to professional development
- Professional development participation and satisfaction rates meet district or school targets
- School visits show regular, productive common planning time
- Written, individual staff professional development plans are aligned to school goals and individual developmental needs
- Professional development planning and programming is based on school goals for student outcomes and educator development
- School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- School visits reveal a common language about instruction
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_



**2B. Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>Creates sustained school- wide processes for identifying and implementing effective, research-based instructional practices aligned with Rhode Island and national standards.</li> <li>Implements systems that ensure regular coaching and development opportunities that facilitate all instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards.</li> <li>Provides coaching and development opportunities to improve the capacity of instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.</li> </ul>	<ul style="list-style-type: none"> <li>Works to identify effective, research based instructional practices aligned with Rhode Island and national standards, but implementation is incomplete.</li> <li>Inconsistently provides coaching and development opportunities to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to implement effective, researched-based instructional practices aligned with Rhode Island and national standards.</li> <li>Rarely provides coaching and development opportunities to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.</li> </ul>

**2B Score: \_\_\_\_\_**

**Possible Sources of Evidence:**

- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits show that district-provided curricula are effectively implemented, or (where applicable) that curricula are developed to effectively address Rhode Island and national learning standards
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- District or school targets for increases in student academic participation and achievement are met in areas such as:
  - On-track metrics, such as grade progression or freshmen on-track metrics
  - AP course participation rates and scores
  - ACT or SAT participation rates and scores
  - Other measures of academic participation and progress that are not part of the student learning component of the RIDE model
- Other: \_\_\_\_\_



**2C. Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>A variety of data and assessments serve as evidence of student learning in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching.</li> <li>The school community routinely analyzes data about all students and subgroups to improve learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Data and assessments regularly inform school-wide systems for monitoring and evaluating progress and improving learning and teaching.</li> <li>The school community analyzes data about all students and subgroups to improve learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Data and assessments are inconsistently used to monitor and evaluate progress and improve learning and teaching.</li> <li>The school community inconsistently analyzes data about all students and subgroups to improve learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Data and assessments are rarely used to monitor and evaluate progress and improve learning and teaching.</li> <li>The school community rarely analyzes data about all students and subgroups to improve learning and teaching.</li> </ul>

2C Score: \_\_\_\_\_

**DOMAIN 2 (LEARNING AND TEACHING) TOTAL:** \_\_\_\_\_

**Possible Sources of Evidence:**

- School visits show that
  - Instructional staff regularly assess student progress toward individual student and group learning goals, based on a variety of district and/or school-provided and teacher-devised assessments
  - Instructional staff regularly review and calibrate student work against standards
  - Progress toward student learning goals is recorded and communicated to instructional staff, students, and families
  - Individually and in teams, instructional staff analyzes student and group progress toward learning goals
  - Instructional staff understand their strengths and their developmental needs and goals
- Written staff professional development and remediation plans reflect student and staff developmental needs
- Other: \_\_\_\_\_



## Building Administrator Professional Practice - Domain 3: ORGANIZATIONAL SYSTEMS

### 3A. Addresses real and potential challenges to the physical and emotional safety and security of the school community

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>School-wide systems, culture, and climate ensure the physical and emotional safety and security of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Real and potential challenges to the physical and emotional safety and security of the school community are addressed in a timely and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>Real and potential challenges to the physical and emotional safety and security of the school community are inconsistently addressed in a timely and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>Real and potential challenges to the physical and emotional safety and security of the school community are not addressed in a timely and/or adequate manner.</li> </ul>

**3A Score: \_\_\_\_\_**

**Possible Sources of Evidence:**

- Attendance data shows that the school meets district or school attendance goals for students and teachers
- Tardiness data shows that students and teachers meet district or school goals for timely arrival for school and for each class
- The school schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized
- Student survey responses meet district or school targets for reported feelings of physical and emotional safety and security
- Student survey responses meet district or school targets for reported connections with teachers and staff
- Student safety and discipline data (if reliable) shows that the school meets goals for improving safety and discipline
- The school safety and security plan is useful and comprehensive; school visits show that staff understand and use the safety plan
- School visits show:
  - Safe, secure, and clean facility
  - Orderly, respectful passing in the halls
  - Classes (middle, high) or subject/activity transitions (K-5) begin on time, with bell-to-bell learning
  - Teachers control their classrooms, using well-understood, established procedures and techniques to deal with disruptions, so that disruptions are minimal
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_



**3B. Establishes an infrastructure for personnel that operates in support of improving learning and teaching**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>All personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff, are deliberately designed (within the parameters of district policy and procedures) to systematically support student learning goals.</li> <li>Student Learning Objectives are rigorous and uniformly high-quality across grade-level and content areas with quantifiable targets set for student performance on high-quality assessments.</li> <li>Evaluations and observations are conducted timely and thoroughly and hold staff accountable for student outcomes.</li> <li>Personnel assignments ensure equitable access to high quality teaching.</li> <li>Professional development, including coaching, meets the diverse learning needs of all staff in order to attain student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), support student learning goals</li> <li>Student Learning Objectives are rigorous with quantifiable targets set for student performance on quality assessments.</li> <li>Required evaluations and observations are conducted timely and thoroughly.</li> <li>Personnel assignments are based on student needs.</li> <li>Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), inconsistently support student learning goals.</li> <li>Student Learning Objectives are inconsistently rigorous or lack overall rigor, and/or targets set for student performance are difficult to quantify.</li> <li>Most evaluations and observations are in compliance with district policy.</li> <li>Some but not all personnel assignments are based on student needs.</li> <li>Professional development, including coaching, does not fully meet educators' needs or assist in meeting student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), rarely support student learning goals.</li> <li>Student Learning Objectives are incomplete and/or lack rigor; and/or targets set for student performance are incomplete or difficult to quantify.</li> <li>Significant lapses exist in the evaluation and observation process.</li> <li>Personnel assignments are not responsive to student needs.</li> <li>Professional development, including coaching, is not high quality and/or is not tailored to meet educators' needs and student learning goals.</li> </ul>

**3B Score: \_\_\_\_\_**

**Possible Sources of Evidence:**

- School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- Conversations with staff show that the school has a well understood profile of candidates who are likely to succeed in the school and enforces a disciplined hiring process based on the profile
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress



<b>3C. Establishes an infrastructure for finance that operates in support of improving learning and teaching</b>			
<u>Exemplary (4)</u>	<u>Proficient (3)</u>	<u>Emerging (2)</u>	<u>Unsatisfactory(1)</u>
<ul style="list-style-type: none"> <li>Operates fully within district budget and fiscal guidelines.</li> <li>Resources are appropriately leveraged and fully aligned to meet school goals and student needs.</li> <li>Successfully advocates for and secures resources to achieve school goals.</li> </ul>	<ul style="list-style-type: none"> <li>Operates fully within district budget and fiscal guidelines.</li> <li>Uses discretionary resources to support school goals and meet student needs.</li> <li>Advocates for resources to achieve school goals.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently operates within district budget and fiscal guidelines.</li> <li>Discretionary resources are not effectively used to support school goals and meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly operates outside of district budget and fiscal guidelines.</li> <li>Discretionary resources do not support school goals.</li> </ul>
			<b>3C Score:</b> _____
			<b>DOMAIN 3 (ORGANIZATIONAL SYSTEMS) TOTAL:</b> _____
<b>Possible Sources of Evidence:</b>			
<input type="checkbox"/> Discretionary budgets show that funds are used to ensure that the conditions for learning are in place, school learning goals are met, and staff developmental needs are addressed			
<input type="checkbox"/> Other: _____			
<input type="checkbox"/> Other: _____			



## Building Administrator Professional Practice - Domain 4: COMMUNITY

### 4A. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>The school routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, the school routinely brings together the resources of families and the community to assist in meeting student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>The school partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members support student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>The school inconsistently and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members do not meaningfully support student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>The school rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members are unaware of student learning goals or do not meaningfully support student learning goals.</li> </ul>

**4A Score:** \_\_\_\_\_

**Possible Sources of Evidence:**

- Family surveys meet district- or school-established targets for understanding and support of student learning goals
- Family participation rates for specific events meet district or school targets
- School visits show strong evidence of family outreach and family presence and participation in the school
- School visits show family and community participation on school improvement teams
- Family and community members provide tangible and intangible support of school goals
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_



**4B. Responds and contributes to community interests and needs to provide the best possible education for students and their families**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>Routinely responds and contributes to community interests and needs to provide the best possible education for students and their families.</li> <li>Community input is systematically solicited and used to inform decisions.</li> <li>Maintains strong relationships with key community stakeholders.</li> <li>Celebrates diversity as an asset to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Responds and contributes to community interests and needs to provide the best possible education for students and their families.</li> <li>Community input is solicited and used to inform decisions.</li> <li>Recognizes diversity as an asset to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently responds and contributes to community interests and needs to provide the best possible education for students and their families.</li> <li>Community input is occasionally solicited and used to inform decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely responds and contributes to community interests and needs to provide the best possible education for students and their families.</li> <li>Demonstrates a limited understanding of the community.</li> </ul>

**4B Score:** \_\_\_\_\_

**Possible Sources of Evidence:**

- Community surveys meet district or school targets for reported engagement and satisfaction with the school
- School and community visits show that community members and organizations are active in the school and support school goals
- Written community engagement plans, schedules, and strategies shape effective community and stakeholder engagement
- Key stakeholders support the school
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_



**4C. Collaborates to share resources of the school and community to provide critical support for children and families**

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <li>Maximizes the use of school and community resources to provide comprehensive support (e.g., health, social, etc.) for children and families.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates to share resources of the school and community to provide critical support (e.g., health, social, etc.) for children and families.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently and/or at times ineffectively collaborates to share resources of the school and community.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely and/or ineffectively collaborates to share resources of the school and community.</li> </ul>

4C Score: \_\_\_\_\_  
**DOMAIN 4 (COMMUNITY) TOTAL: \_\_\_\_\_**

**Possible Sources of Evidence:**

- School visits show that:
  - Health, social, and other services are engaged inside and outside the school to meet the needs of students and families
  - Community organizations partner with the school to meet school goals and student needs
  - School resources are made available, where possible, to meet community needs
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

**Administrator Professional Practice Rating: \_\_\_\_\_**

**Step 1: Add the scores for each competency to get a total score for each domain in the Administrator Professional Practice Rubric. (Domain totals are for informational/development purposes)**

**Step 2: Add the four domain scores to get a total score for all competencies in the Administrator Professional Practice Rubric.**

**Step 3: Use the following bands of scores to arrive at a rating for the Administrator Professional Practice rubric:**

- Exemplary = 43 -- 48
- Proficient = 31 -- 42
- Emerging = 22-- 30
- Unsatisfactory = 12 –21



## Teacher Professional Practice - Evidence Quick Reference Table

<input type="radio"/> Less Likely Evidence Source	<input checked="" type="radio"/> Possible Evidence Source	<input checked="" type="radio"/> Key Evidence Source
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Domain	Competency	Classroom Observation	Artifact Review	Possible Artifacts
<b>Planning and Preparation</b>	<b>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles</b>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> </ul>
	<b>1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> <li>▪ Copies of curricular materials</li> </ul>
	<b>1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts</b>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> <li>▪ Student work</li> <li>▪ Student data</li> </ul>
	<b>1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> <li>▪ Student work</li> <li>▪ Student surveys</li> </ul>
<b>Learning and Teaching</b>	<b>2A. Demonstrates a deep understanding of discipline/content</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ Copies of instructional materials</li> </ul>
	<b>2B. Uses questioning techniques that encourage critical thinking and problem solving</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
	<b>2C. Makes cross-content connections and creates interdisciplinary learning experiences</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> <li>▪ Student work</li> </ul>
	<b>2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Student work (esp. formative assessments)</li> </ul>
	<b>2E. Uses multiple teaching and learning strategies to engage students</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> <li>▪ Student surveys</li> </ul>
	<b>2F. Frequently checks for and responds to student understanding during instruction</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
	<b>2G. Uses and models effective communication</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
	<b>2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Lesson/unit plans</li> </ul>
<b>Classroom Environment</b>	<b>3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
	<b>3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ Student surveys</li> </ul>
	<b>3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ Discipline reports</li> </ul>
	<b>3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning</b>	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
<b>Assessment, Reflection and Improvement</b>	<b>4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Copies of assessments</li> <li>▪ Data reports</li> </ul>
	<b>4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Graded student work</li> </ul>
	<b>4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop</b>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Student work</li> <li>▪ Self-assessment rubrics</li> </ul>
	<b>4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues</b>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Records of communications with parents/colleagues</li> <li>▪ Journals</li> <li>▪ Student records</li> </ul>
	<b>4E. Maintains useful records of student work and performance and communicates student progress responsibly</b>	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> <li>▪ Copies of student records</li> <li>▪ Student progress reports</li> <li>▪ Copies of grade book</li> </ul>





## Teacher Professional Practice Rubric

Teacher Professional Practice - Domain 1: Planning and Preparation			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<b>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles</b>			
<ul style="list-style-type: none"> <li>The teacher uses knowledge of individual students and trends across groups of students to plan instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles.</li> <li>Objectives are specific, measurable, aligned to standards, time bound, and appropriate for all students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles.</li> <li>Objectives are appropriate for all students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles.</li> <li>Objectives may not be specific and/or appropriate for all students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles.</li> <li>Objectives are not identified or not specific and appropriate for all students.</li> </ul>
			<b>1A Score: _____</b>
<b>1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum</b>			
<ul style="list-style-type: none"> <li>The teacher uses knowledge of individual students and trends across groups of students to evaluate, select, and access a wide range of appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that promotes student engagement with the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that facilitate student engagement with the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times inappropriately selects and accesses services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives).</li> </ul>
			<b>1B Score: _____</b>



**1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts**

<ul style="list-style-type: none"> <li>The teacher uses knowledge of individual students and trends across groups of students to link curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students routinely ask questions that are meaningful to them.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher links curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students ask questions that are meaningful to them.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times inappropriately links curriculum with prior knowledge, experience, and/or cultural contexts.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely links curriculum with prior knowledge, experience, and/or cultural contexts.</li> </ul>
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**1C Score:** \_\_\_\_\_

**1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication**

<ul style="list-style-type: none"> <li>The teacher uses knowledge of individual students and trends across groups of students to organize and prepare students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic) and roles (e.g., leader, reader, writer, speaker).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times ineffectively prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).</li> </ul>
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**1D Score:** \_\_\_\_\_

**DOMAIN 1 (PLANNING AND PREPARATION) TOTAL:** \_\_\_\_\_

**Possible sources of evidence for this domain:**

- |   |   |
|---|---|
| <input type="checkbox"/> Observation records<br><input type="checkbox"/> Lesson plans/unit plans<br><input type="checkbox"/> Student work<br><input type="checkbox"/> Student surveys | <input type="checkbox"/> Curricular materials<br><input type="checkbox"/> Student data<br><input type="checkbox"/> Other: _____ |
|---|---|



## Teacher Professional Practice - Domain 2: Classroom Instruction

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<b>2A. Demonstrates a deep understanding of discipline/content</b>			
<ul style="list-style-type: none"> <li>The teacher communicates clear, concise, and accurate explanations.</li> <li>The teacher uses instructional materials and resources accurately to enhance student understanding of specific skills and concepts.</li> <li>The teacher engages students in a variety of explanations and multiple representations of concepts.</li> <li>The teacher represents and uses different viewpoints, theories, and methods of inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides clear, concise, and accurate explanations.</li> <li>The teacher uses appropriate instructional materials and resources to enhance student understanding of specific skills and concepts.</li> <li>The teacher engages students in a variety of explanations and multiple representations of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides accurate explanations that may not be clear and concise.</li> <li>The teacher uses instructional materials and resources that may not be appropriate for the grade level or content area.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides inaccurate explanations and uses inappropriate instructional materials and resources.</li> </ul>
<b>2A Score: _____</b>			
<b>2B. Uses questioning techniques that encourage critical thinking and problem solving</b>			
<ul style="list-style-type: none"> <li>The teacher strategically and intentionally uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time.</li> <li>Students routinely raise or answer complex questions, generate their own knowledge and understanding, lead discussions, and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time.</li> <li>Students raise or answer questions, generate their own knowledge and understanding, and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently uses and/or at times inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time.</li> <li>Students struggle to raise or answer complex questions, generate their own knowledge and understanding, and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely and/or inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time.</li> <li>Students do not or rarely raise or answer complex questions, generate their own knowledge and understanding, and solve problems.</li> </ul>
<b>2B Score: _____</b>			



**2C. Makes cross-content connections and creates interdisciplinary learning experiences**

<ul style="list-style-type: none"> <li>The teacher makes cross-content connections to a variety of content areas and creates interdisciplinary learning experiences.</li> <li>Students' access and transfer knowledge, understanding, and skills from other content area(s)/discipline(s) without prompting (e.g., using mathematical patterns to interpret poetry).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes cross-content connections and creates interdisciplinary learning experiences.</li> <li>Students' access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times inappropriately attempts to make cross-content connections and create interdisciplinary learning experiences.</li> <li>Students struggle to access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely attempts to make cross-content connections and create interdisciplinary learning experience, or does so inaccurately.</li> <li>Students do not or rarely access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).</li> </ul>
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**2C Score: \_\_\_\_\_**

**2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives**

<ul style="list-style-type: none"> <li>The teacher implements instruction that communicates a clear purpose for learning that is specific, measurable, and aligned to standards.</li> <li>The teacher continually monitors learning during instruction to maintain focus on learning objectives and adjusts instruction as needed.</li> <li>Students hold themselves accountable for achieving learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher implements instruction that communicates a purpose for learning that is specific, measurable, and aligned to standards.</li> <li>The teacher monitors learning during instruction to maintain focus on learning objectives.</li> <li>Students are held accountable for achieving learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher implements instruction that inconsistently communicates a purpose for learning.</li> <li>The teacher attempts to monitor learning during instruction.</li> <li>Students are not held accountable for achieving learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely implements instruction that communicates a purpose for learning.</li> <li>The teacher does not or rarely monitors learning during instruction.</li> <li>Students are not held accountable for achieving learning objectives.</li> </ul>
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**2D Score: \_\_\_\_\_**



**2E. Uses multiple teaching and learning strategies to engage students**

<ul style="list-style-type: none"> <li>The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives.</li> <li>Students are enthusiastically engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning) and contribute to the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives.</li> <li>Students are engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and at times inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses).</li> <li>Students are inconsistently engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely and/or inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses).</li> <li>Students are not engaged in learning.</li> </ul>
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**2E Score:** \_\_\_\_\_

**2F. Frequently checks for and responds to student understanding during instruction**

<ul style="list-style-type: none"> <li>The teacher frequently checks for understanding of group and individual students during instruction in a variety of ways. Information is used immediately to address misunderstandings and guide ongoing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher frequently checks for understanding of group or individual students during instruction and uses this information to address misunderstandings and guide ongoing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently checks for understanding during instruction and/or unevenly addresses groups and individual students. Information may not be used to address misunderstandings or guide ongoing instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely checks for understanding during instruction and does not use this information to address misunderstandings and guide ongoing instruction.</li> </ul>
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**2F Score:** \_\_\_\_\_



<b>2G. Uses and models effective communication</b>			
<ul style="list-style-type: none"> <li>The teacher uses and models a wide variety of effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to maximize learning and appropriate student communication.</li> <li>The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students.</li> <li>Students hold themselves and each other accountable for using effective communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to support learning and encourage students to use appropriate communication.</li> <li>The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students.</li> <li>Students are held accountable for using appropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological).</li> <li>The teacher may not seek knowledge of and demonstrate sensitivity to the particular communication needs of all students.</li> <li>Students may not be held accountable for using appropriate communication.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) that support learning or encourage students to use appropriate communication.</li> <li>The teacher does not or rarely seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students.</li> <li>Students are not held accountable for using appropriate communication.</li> </ul>

2G Score: \_\_\_\_\_

**2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs**

<ul style="list-style-type: none"> <li>The teacher anticipates the need for and assumes a wide variety of roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose.</li> <li>Specific roles are closely aligned to individual and group needs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose.</li> <li>Specific roles address learner needs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times inappropriately assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose.</li> <li>Specific roles may not address learner needs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely assumes various roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose.</li> <li>Specific roles do not or rarely address learner needs.</li> </ul>
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2H Score: \_\_\_\_\_

**DOMAIN 2 (CLASSROOM INSTRUCTION) TOTAL: \_\_\_\_\_**

**Possible sources of evidence for this domain:**

- Observation records
- Feedback forms
- Other: \_\_\_\_\_
- 



## Teacher Professional Practice - Domain 3: Classroom Environment

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<b>3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials</b>			
<ul style="list-style-type: none"> <li>Student down time is eliminated due to well-executed routines, procedures, and transitions.</li> <li>Instructional pacing is efficient, and students move from one task to the other independently, without prompting.</li> <li>Materials are well organized and easily accessible.</li> </ul>	<ul style="list-style-type: none"> <li>There is little student down time due to well-executed routines, procedures, and transitions.</li> <li>Instructional pacing is efficient, and students move from one task to the other with some prompting.</li> <li>Materials are easily accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable time is wasted due to routines, procedures and transitions that may be unclear or poorly executed.</li> <li>Instructional pacing is inefficient, and students move from one task to the other only when prompted.</li> <li>Materials are somewhat accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Time is consistently wasted due to routines, procedures and transitions that may be very unclear, poorly executed or nonexistent.</li> <li>Instructional pacing is inefficient, and students frequently do not move from one task to the other, even when prompted.</li> <li>Materials are difficult to access.</li> </ul>
<b>3A Score: _____</b>			
<b>3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks</b>			
<ul style="list-style-type: none"> <li>The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students.</li> <li>Students actively take risks.</li> <li>Students hold themselves accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students.</li> <li>Students feel comfortable taking risks.</li> <li>Students are held accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher attempts to create a safe learning environment.</li> <li>Students do not appear comfortable taking risks, and negative social relationships and disrespectful interactions may occur.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not create a safe learning environment that respects individual differences, promotes positive social relationships or allows students to comfortably take risks.</li> <li>Students interact with their peers and teachers disrespectfully and do not appropriately share ideas and opinions.</li> </ul>
<b>3B Score: _____</b>			



**3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior**

<ul style="list-style-type: none"> <li>The teacher emphasizes and reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior.</li> <li>If misbehavior occurs, teacher responds effectively and appropriately for individual student(s), or no misbehavior occurs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior.</li> <li>Inappropriate and off-task behavior has a minimal impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times inappropriately reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior.</li> <li>Inappropriate and off-task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior.</li> <li>Inappropriate and off-task behavior inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed.</li> </ul>
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**3C Score:** \_\_\_\_\_

**3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning**

<ul style="list-style-type: none"> <li>The teacher communicates high expectations for all students and guides students to assume responsibility for their learning.</li> <li>Students can clearly communicate class expectations (e.g., rules, procedures) and hold themselves responsible for their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher communicates high expectations for all students and guides students to assume responsibility for their learning.</li> <li>Students can communicate class expectations (e.g., rules, procedures) and are held responsible for their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not consistently communicate high expectations for all students and/or guide them to assume responsibility for their learning.</li> <li>Students may struggle to communicate class expectations or communicate them incorrectly and may not assume responsibility for their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher communicates inappropriate and/or low expectations for students.</li> <li>Students struggle or are unable to clearly communicate class expectations, and do not assume responsibility for their own learning.</li> </ul>
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**3D Score:** \_\_\_\_\_

**DOMAIN 3 (CLASSROOM ENVIRONMENT) TOTAL:** \_\_\_\_\_

**Possible sources of evidence for this domain:**

- Observation records**
- Feedback forms**
- Other:** \_\_\_\_\_



## Teacher Professional Practice - Domain 4: Assessment, Reflection and Improvement

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<b>4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans</b>			
<ul style="list-style-type: none"> <li>The teacher uses a variety of formal and informal assessment strategies that are aligned to learning objectives.</li> <li>Data is used by teacher and students to monitor progress, adjust instruction, and modify future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses a variety of formal and informal assessment strategies.</li> <li>Data is used by teacher to monitor progress, adjust instruction, and modify future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses a limited variety of formal or informal assessment strategies to monitor student progress.</li> <li>Data on student progress is inconsistently or at times inappropriately used to adjust and/or modify future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not use or rarely uses an assessment strategy to monitor student progress.</li> <li>Data on student progress is not used or rarely used to adjust and/or modify future instruction.</li> </ul>
<b>4A Score: _____</b>			
<b>4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning</b>			
<ul style="list-style-type: none"> <li>The teacher routinely provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning.</li> <li>Students independently incorporate feedback in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning.</li> <li>Students use the feedback to revise work or improve learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently provides students with feedback and/or has not effectively taught them to use feedback in their learning.</li> <li>Students struggle to use the feedback to revise work or improve learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely provides students with feedback.</li> <li>Students do not use or rarely use feedback to revise work or improve learning.</li> </ul>
<b>4B Score: _____</b>			
<b>4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop</b>			
<ul style="list-style-type: none"> <li>The teacher designs self-assessments (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) that are aligned to learning objectives to help students set goals and become aware of their strengths and areas to develop.</li> <li>Students independently reflect on a variety of skills and concepts and can clearly articulate personal goals, strengths, and areas to develop.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher engages students in self-assessment strategies (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) to help them set goals and become aware of their strengths and areas to develop.</li> <li>Students reflect in multiple ways and can articulate personal goals, strengths, and areas to develop.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists).</li> <li>Students inconsistently reflect on their learning and struggle to articulate goals, personal strengths, and areas to develop.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists).</li> <li>Students do not or rarely reflect on their learning and are unable to articulate personal goals, strengths, and areas to develop.</li> </ul>
<b>4C Score: _____</b>			



**4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues**

<ul style="list-style-type: none"> <li>The teacher regularly solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is routinely used to inform future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is used to inform future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently and/or at times inappropriately solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information may not be used to inform future instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not or rarely solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues to inform future instruction.</li> </ul>
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**4D Score:** \_\_\_\_\_

**4E. Maintains useful records of student work and performance and communicates student progress responsibly**

<ul style="list-style-type: none"> <li>The teacher maintains and uses highly organized records of student work and performance and communicates student progress responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher maintains useful records of student work and performance and communicates student progress responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher maintains inconsistent or incomplete records of student work and performance and may not communicate student progress responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not maintain records of student work, or records are not useful, and/or the teacher does not communicate student progress responsibly.</li> </ul>
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**4E Score:** \_\_\_\_\_

**DOMAIN 4 (ASSESSMENT, REFLECTION AND IMPROVEMENT) TOTAL:** \_\_\_\_\_

**Possible sources of evidence for this domain:**

- |   |  |
|---|--|
| <input type="checkbox"/> Observation records<br><input type="checkbox"/> Assessments<br><input type="checkbox"/> Documentation of communications with parents, colleagues, and students<br><input type="checkbox"/> Professional development materials and reflections<br><input type="checkbox"/> Journals | <input type="checkbox"/> Student work<br><input type="checkbox"/> Relevant data<br><input type="checkbox"/> Student records<br><input type="checkbox"/> Other: _____ |
|---|--|

**Teacher Professional Practice Rating:** \_\_\_\_\_

**Step 1: Add the scores for each competency to get a total score for each domain of the Teacher Professional Practice Rubric. (Domain totals are for informational/developmental purposes)**

**Step 2: Add the scores for each domain to get a total score for all competencies in the Teacher Professional Practice Rubric.**

**Step 3: Use the following bands of scores to arrive at a rating for the Teacher Professional Practice Rubric:**

- Exemplary = 75 – 84
- Proficient = 54 – 74
- Emerging = 38 – 53
- Unsatisfactory = 21 – 37



## Professional Responsibilities – Evidence Quick Reference Table

○ Less Likely Evidence Source	◐ Possible Evidence Source	● Key Evidence Source
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Domain	Competency	Observation	Artifact Review	Possible Artifacts
<b>Collaborates and Contributes to the School Community</b>	<b>1A. Leads, supports, and/or participates in school/district-based initiatives and activities</b>	◐	◐	<ul style="list-style-type: none"> <li>▪ Minutes/summaries of meetings and events</li> </ul>
	<b>1B. Gives assistance to and seeks assistance from other educators in order to improve student learning</b>	◐	◐	<ul style="list-style-type: none"> <li>▪ Journal</li> <li>▪ Communication records</li> </ul>
<b>Believes in &amp; Advocates for Students</b>	<b>2A. Acts on the belief that all students can learn</b>	●	○	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
	<b>2B. Advocates for students' best interests</b>	◐	●	<ul style="list-style-type: none"> <li>▪ Meeting minutes</li> <li>▪ Student referrals for special services</li> <li>▪ Journal</li> <li>▪ Records of communications with parents/colleagues</li> </ul>
<b>Creates a Culture of Respect</b>	<b>3A. Demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions</b>	●	◐	<ul style="list-style-type: none"> <li>▪ Records of communications with parents/colleagues</li> </ul>
	<b>3B. Works toward a safe, supportive, collaborative culture</b>	●	◐	<ul style="list-style-type: none"> <li>▪ Records of community interactions</li> <li>▪ Journal</li> </ul>
<b>Exercises Professional Judgment &amp; Development</b>	<b>4A. Develops and maintains an understanding of current state, district, and school policies and initiatives</b>	●	◐	<ul style="list-style-type: none"> <li>▪ Records from PD sessions/events</li> </ul>
	<b>4B. Follows all federal, state, district, and school policies</b>	●	◐	<ul style="list-style-type: none"> <li>▪ Records kept by educator</li> <li>▪ Required documentation</li> </ul>
	<b>4C. Maintains professional standards guided by legal and ethical principles</b>	●	○	<ul style="list-style-type: none"> <li>▪ n/a</li> </ul>
	<b>4D. Engages meaningfully in the professional development process</b>	◐	●	<ul style="list-style-type: none"> <li>▪ Professional Growth Plan</li> <li>▪ Records from PD sessions/events</li> </ul>





## Educator Professional Responsibilities Rubric (Teachers & Administrators)

Professional Responsibilities - Domain 1: Collaborates and Contributes to the School Community		
Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
<b>1A. Leads, supports, and/or participates in school/district-based initiatives and activities</b>		
<ul style="list-style-type: none"> <li>The educator consistently leads school/district-based initiatives and activities.</li> </ul>	<ul style="list-style-type: none"> <li>The educator leads, supports, and/or participates in school/district-based initiatives and activities.</li> </ul>	<ul style="list-style-type: none"> <li>The educator rarely leads, supports, and/or participates in school/district-based initiatives and activities or contributes in a non-constructive manner.</li> </ul>
<b>1A Score: _____</b>		
<b>1B. Gives assistance to and seeks assistance from other educators in order to improve student learning</b>		
<ul style="list-style-type: none"> <li>The educator actively seeks assistance from and/or gives assistance to other educators and community members to enhance and improve the learning of staff, self, students, and community.</li> </ul>	<ul style="list-style-type: none"> <li>The educator gives assistance to and/or receives assistance from other educators in order to improve student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The educator fails to seek assistance from other educators and/or give assistance to other educators on a regular basis. The educator is not open to receiving input from others.</li> </ul>
<b>1B Score: _____</b>		
<b>DOMAIN 1 (COLLABORATES AND CONTRIBUTES TO THE SCHOOL COMMUNITY) TOTAL: _____</b>		
<p><b>Possible sources of evidence for this domain:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copies of communication with others</li> <li><input type="checkbox"/> Journals/reflections</li> <li><input type="checkbox"/> Professional development artifacts</li> <li><input type="checkbox"/> Meeting minutes or agendas</li> <li><input type="checkbox"/> Other: _____</li> <li><input type="checkbox"/> Other: _____</li> </ul>		



**Professional Responsibilities - Domain 2: Believes in & Advocates for Students**

Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
<b>2A. Acts on the belief that all students can learn</b>		
<ul style="list-style-type: none"> <li>The educator acts on the belief that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn.</li> </ul>	<ul style="list-style-type: none"> <li>The educator acts on the belief that all students can learn.</li> </ul>	<ul style="list-style-type: none"> <li>The educator acts on the belief that only some students or groups of students can learn.</li> </ul>
<b>2A Score: _____</b>		
<b>2B. Advocates for students' best interests</b>		
<ul style="list-style-type: none"> <li>The educator frequently advocates for students' best interests with persistence and conviction, including students' individualized needs.</li> </ul>	<ul style="list-style-type: none"> <li>The educator advocates for students' best interests, including students' individualized needs.</li> </ul>	<ul style="list-style-type: none"> <li>The educator infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs.</li> </ul>
<b>2B Score: _____</b>		
<b>DOMAIN 2 (BELIEVES IN &amp; ADVOCATES FOR STUDENTS) TOTAL: _____</b>		

**Possible sources of evidence for this domain:**

- Copies of communication with parents
- Curricular materials
- Referrals to education specialists
- Student goals
- Tutoring logs
- Other: \_\_\_\_\_



## Professional Responsibilities - Domain 3: Creates a Culture of Respect

Exceeds Expectations (3)

Meets Expectations (2)

Does Not Meet Expectations (1)

### 3A. Demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

• The educator demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions, and helps establish a culture of respect within his/her school/district.

• The educator demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions.

• The educator fails to consistently demonstrate respect for other educators, students, parents, and community members in all actions and interactions.

**3A Score:** \_\_\_\_\_

### 3B. Works toward a safe, supportive, collaborative culture

• The educator leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community.

• The educator works toward a safe, supportive, collaborative culture, including the interaction between the school and the community.

• The educator fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture.

**3B Score:** \_\_\_\_\_

**DOMAIN 3 (CREATES A CULTURE OF RESPECT) TOTAL:** \_\_\_\_\_

**Possible sources of evidence for this domain:**

- Copies of communications with families
- Logs of communication with families
- Staff awards
- Other: \_\_\_\_\_



## Professional Responsibilities - Domain 4: Exercises Professional Judgment & Development

Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
<b>4A. Develops and maintains an understanding of current state, district, and school policies and initiatives</b>		
<ul style="list-style-type: none"> <li>The educator develops and maintains an understanding of current state, district, and school policies and initiatives and contributes to the clarification of and sharing of relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>The educator develops and maintains an understanding of current state, district, and school policies and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>The educator demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives.</li> </ul>
		<b>4A Score: _____</b>
<b>4B. Follows all federal, state, district, and school policies</b>		
<ul style="list-style-type: none"> <li>The educator follows all federal, state, district, and school policies and helps educate other stakeholders (e.g., other educators, students, parents, community members) about the policies.</li> </ul>	<ul style="list-style-type: none"> <li>The educator follows all federal, state, district, and school policies.</li> </ul>	<ul style="list-style-type: none"> <li>The educator fails to consistently follow some federal, state, district, and school policies.</li> </ul>
		<b>4B Score: _____</b>
<b>4C. Maintains professional standards guided by legal and ethical principles</b>		
<ul style="list-style-type: none"> <li>The educator maintains professional standards, guided by legal and ethical principles, and contributes to the clarification and sharing of current professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>The educator maintains professional standards guided by legal and ethical principles.</li> </ul>	<ul style="list-style-type: none"> <li>The educator fails to consistently maintain professional standards guided by legal and ethical principles.</li> </ul>
		<b>4C Score: _____</b>



**4D. Engages meaningfully in the professional development process**

• The educator engages meaningfully and enthusiastically in the professional development process; this development leads to improved practice in self and/or colleagues.	• The educator engages meaningfully in the professional develop process.	• The educator fails to meaningfully engage in the professional development process consistently.
--	--	---

4D Score: \_\_\_\_\_

**DOMAIN 4 (EXERCISES PROFESSIONAL JUDGMENT & DEVELOPMENT) TOTAL: \_\_\_\_\_**

**Possible sources of evidence for this domain:**

- Attendance records
- Discipline file
- Meeting agenda/minutes
- Professional development materials
- Other: \_\_\_\_\_

**Professional Responsibilities Rating: \_\_\_\_\_**

**Step 1: Add the scores for each competency to get a total score for each domain of the Professional Responsibilities Rubric. (Domain totals are used for developmental/informational purposes)**

**Step 2: Add the domain totals to get a total score for all competencies in the Professional Responsibilities Rubric.**

**Step 3: Use the following bands of scores to arrive at a rating for the Professional Responsibilities Rubric:**

- Exceeds Expectations = 24 – 30
- Meets Expectations = 18 – 23
- Does not meet expectations = 10 – 17





## Appendix B: Observation and Feedback Forms



## School Site Visit Running Record Form

<b>Administrator:</b>	<b>Date:</b>	<b>School:</b>	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
<b>Observer:</b>	<b>Time:</b>		
<b>Context for Observation (e.g., Classroom visit, faculty meeting, parent meeting, etc.):</b>			

APP Domain/Indicators	Observation Notes (Student, Teacher, Administrator Actions)
<p><b>Mission, Vision, and Goals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains school mission, vision and goals that set clear and measurable high expectations for all students and educators</li> <li><input type="checkbox"/> Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders</li> <li><input type="checkbox"/> Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</li> </ul>	
<p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</li> <li><input type="checkbox"/> Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</li> <li><input type="checkbox"/> Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor and evaluate progress toward the mission, vision, and goals</li> </ul>	



<p><b>Organizational Systems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Address real and potential challenges to the physical and emotional safety and security of the school community</li> <li><input type="checkbox"/> Establishes an infrastructure for personnel that operates in support of improving learning and teaching</li> </ul>	
<p><b>Community</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning</li> <li><input type="checkbox"/> Responds and contributes to community interests and needs to provide the best possible education for students and their families</li> <li><input type="checkbox"/> Collaborates to share resources of the school and community to provide critical support for children and families</li> <li><input type="checkbox"/></li> </ul>	
<p><b>Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acts on belief that all students can learn</li> <li><input type="checkbox"/> Demonstrates respect for everyone, including other educators students, parents, and other community members in all actions and interactions</li> </ul>	



## School Site Visit Feedback Form

<b>Administrator:</b>	<b>Date:</b>	<b>School:</b>	<input type="checkbox"/> Long, announced
<b>Observer:</b>	<b>Time:</b>		<input type="checkbox"/> Short, unannounced
<b>Context for Observation (e.g., classroom visit, faculty meeting, parent meeting, etc.):</b>			

<b>Domain</b>	<b>Observation Feedback</b>
	*Consult the Professional Practice and Professional Responsibilities Rubrics prior to completing this section and use your observation notes to cite specific competencies related to the school site visit. Also, review the administrator's Professional Growth Goals and self-assessment; provide specific feedback on areas for development cited in either.
Mission, Vision, and Goals	
Learning and Teaching	
Organizational Systems	
Community	
Professional Responsibilities	
Other Notes	
<b>Summary Feedback</b>	
Strengths:	
Areas for Improvement:	

Observer Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_  
Date: \_\_\_\_\_





## Classroom Observation Running Record Form

<b>Teacher:</b>	<b>Date:</b>	<b>Grade/Subject:</b>	<input type="checkbox"/> <b>Long, announced</b>
<b>Observer:</b>	<b>Time:</b>		<input type="checkbox"/> <b>Short, unannounced</b>

Domain/Indicators	Observation Notes (Student and Teacher Actions)
<p><b>Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans instruction that is aligned to learning objectives, meets the full spectrum of learning needs, skills levels, and learning styles, and is developmentally appropriate</li> <li><input type="checkbox"/> Evaluates, selects, and access appropriates services, resources and curricular materials that facilitate student engagement with the curriculum</li> <li><input type="checkbox"/> Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge experiences, and/or cultural contexts</li> <li><input type="checkbox"/> Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication</li> </ul>	
<p><b>Classroom Instruction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a deep understanding of discipline/content</li> <li><input type="checkbox"/> Uses questioning techniques that encourage critical thinking, problem solving and performance skills</li> <li><input type="checkbox"/> Makes cross-content connections and creates interdisciplinary learning experiences</li> <li><input type="checkbox"/> Implements instruction to ensure that students understand, are focused on and accountable for the learning objectives</li> <li><input type="checkbox"/> Utilizes multiple teaching and learning strategies to engage students</li> <li><input type="checkbox"/> Frequently checks for and responds to student understanding during instruction</li> <li><input type="checkbox"/> Uses and models effective communication</li> <li><input type="checkbox"/> Assumes different roles during instruction (e.g. instructor, facilitator, coach, audience)</li> </ul>	



<p><b>Classroom Environment</b></p> <ul style="list-style-type: none"> <li>□ Creates a productive learning environment that maximizes learning time, establishes procedures and expectations and ensures access to learning materials</li> <li>□ Creates a safe learning community that respects individual differences, promotes positive social relationships and allows students to comfortably take risks</li> <li>□ Reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior</li> <li>□ Clearly communicates high expectations for all students and guides students to assume responsibility for their learning</li> </ul>	
<p><b>Assessment, Reflection and Improvement</b></p> <ul style="list-style-type: none"> <li>□ Utilizes a variety of formal and informal assessment strategies to monitor student progress, adjust instruction and modify plans</li> <li>□ Provides students with feedback that is timely and high quality, and teaches students to use feedback in their learning</li> <li>□ Engages students in self-assessment to help them set goals and become aware of their strengths and needs</li> </ul>	
<p><b>Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>□ Acts on the belief that all students can learn</li> <li>□ Demonstrates respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</li> </ul>	



## Classroom Observation Feedback Form

<b>Teacher:</b>	<b>Date:</b>	<b>Grade/Subject:</b>	<input type="checkbox"/> <b>Long, announced</b> <input type="checkbox"/> <b>Short, unannounced</b>
<b>Observer:</b>	<b>Time:</b>		

<b>Domain</b>	<b>Observation Feedback</b>
	*Consult the Professional Practice and Professional Responsibilities Rubrics prior to completing this section and use your observation notes to cite specific competencies related to the classroom observation. Also, review the teacher's Professional Growth Goals and self-assessment; provide specific feedback on areas for development cited in either.
Planning and Preparation	
Classroom Instruction	
Classroom Environment	
Assessment, Reflection, and Improvement	
Professional Responsibilities	
Other Notes	

	<b>Summary Feedback</b>
Strengths:	
Areas for Improvement:	

Observer Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_





## Appendix C: Student Learning Objectives



## STUDENT LEARNING OBJECTIVE: TEACHER FORM

Name: \_\_\_\_\_  
Content Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Statement of Objective:** *(Please specify whether this is a mastery or progress objective.)*

**Rationale:** *(How did you choose this objective? Why is this an appropriate area of focus?)*

**Aligned Standards:** *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

**Students:** *(Which students will this objective address? How many? From which classes?)*

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

**Rationale for Target:** *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

**Approval of Objective:** Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Unacceptable in any category should be revised and resubmitted.

	Unacceptable	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Once the above information has been discussed and agreed upon by the teacher and evaluator, please sign below.

Teacher \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Results:** (Teacher should explain evidence of student learning. How many targets were met? To what degree were targets met? Additional score reports may be attached to describe results.)

**Scoring:** (Evaluator should check the box that best indicates the teacher's attainment of this student learning objective. Individual ratings should serve as the basis for an overall rating using the holistic rubric.)

Did the teacher meet this objective?	Did Not Meet	Met	Exceeded
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTES**

## Student Learning Objectives – Teacher Guidance

<b>Statement of Objective</b>	This is a long-term academic goal for students. It should be specific and measurable, based on available prior student learning data, and aligned to state standards (or for subjects where state standards do not exist, other recognized standards, e.g., standards from content groups like the National Council of Teacher of Mathematics). It should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery. Objectives based on progress must include a baseline for each target. Objectives based on mastery may, but are not required to, include a baseline for each target.
<b>Rationale</b>	The rationale is the explanation for why this particular objective was chosen. The teacher should explain why this particular objective is an appropriate area of focus.
<b>Aligned Standards</b>	The Student Learning Objective should align to state Grade Level and Grade Span Expectations (GSEs and GLEs) and/or the Common Core State Standards (CCSS). Objectives may be broad and aligned to many standards or they may be narrower and aligned to just a few, if the rationale justifies this focus. If the school or district has made particular standards a priority for instruction, those standards should be addressed by the Student Learning Objective(s).
<b>Students</b>	The teacher should identify how many students are included in the objective, and from which classes. All students a teacher teaches should be covered by his or her set of objectives (although not necessarily by a single objective). Elementary teachers who teach all content areas should have at least one Student Learning Objective for ELA and one for mathematics. Secondary teachers should have approximately one Student Learning Objective per different course taught, up to four. If a teacher has more than four preps, they should prioritize based on school or district learning priorities. If the school or district has made it a priority to close gaps between particular groups of students, an objective may address these gaps and focus on a subgroup of students. Though individual objectives may focus on a subgroup, the complete set should cover all of a teacher's students.
<b>Interval of Instruction</b>	The interval of instruction refers to the length of time the teacher will spend teaching the content and skills addressed in the objective. The interval of instruction must represent a significant portion of the instructional period. Usually, the interval of instruction will be one school year. If the teacher teaches a course that is not taught year-long (e.g., a semester-long elective course), he or she may select an interval of instruction that better aligns with the school schedule.
<b>Target(s) &amp; Evidence</b>	<p>The target(s) for the objective are numerical goals for each source of evidence used to assess the objective. Targets should be ambitious but attainable. Teachers should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data, current year classroom assessment data, and/or prior year's grades and assessment data can be used to inform targets. Teachers can use previous classes' performance for the same or other teachers to guide target-setting if data on the current students indicates that the students are academically similar. If previous groups of students are not academically similar, targets may be adjusted accordingly.</p> <p>At least one source of evidence and a corresponding target are required, but multiple sources and targets may be used. If a common assessment exists, it must be used as the primary source of evidence. If the teacher is not using a common assessment, the evidence and how the evidence will be scored or assessed must be approved by the evaluator at the Beginning-of-Year Conference. The priority of content, rigor of target(s), and quality of evidence should be considered when setting and approving Student Objectives.</p>
<b>Rationale for Target(s)</b>	When selecting targets, the teacher should consider any department, grade level, school-wide or district expectations for progress or mastery, as well as any prior student learning data. If a baseline is available for the students covered in the objective, it should be included. Baselines may be based on pre-tests administered at the beginning of the year, assessments administered at the end of the prior year, or other historical data about student learning.
<b>Administration &amp; Scoring</b>	The teacher should explain how the evidence used to assess the objective will be collected and reviewed. The teacher should include detail about how assessments will be administered and scored. The teacher and evaluator should determine the most accurate, fair, and objective scoring process possible.
<b>Approval of Objective</b>	At the Beginning-of-Year Conference, the evaluator will review each objective in terms of its priority of content, rigor of target, and quality of evidence. Objectives rated as Unacceptable in any category must be revised and resubmitted within ten school days.
<b>Results</b>	At the end of the interval of instruction, the teacher should explain the results of all sources of evidence used to assess the objective. The results should be expressed numerically and in relation to the previously set targets. If any official score reports are available for the sources of evidence used (especially for common assessments) they should be submitted to the evaluator prior to the End-of-Year Conference.
<b>Scoring</b>	The evaluator should review all the available evidence related to Student Learning Objectives, noting the degree to which the objective was met on the form. Evaluators will informally rate each objective as Not Met, Met, or Exceeded. The evaluator may provide additional comments about the scoring. These informal ratings will serve as the basis for the holistic scoring. Using the Student Learning Objective scoring guidelines, evaluators will look at the whole body of evidence across all objectives and assign an overall Student Learning Objective rating.





## STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR FORM

Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade Levels: \_\_\_\_\_

**Statement of Objective:** *(Please specify whether this is a mastery or progress objective.)*

**Rationale:** *(How did you choose this objective? Why is this an appropriate area of focus?)*

**Students:** *(Which students will this objective address? How many? From which classes?)*

**Interval of Instruction:** *(Typically one school year unless there is a compelling reason for a shorter interval)*

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

**Rationale for Target:** *(How was this target chosen? How did you determine that it is a rigorous target? What pre-*

*test or baseline information, if any, informed your decision?)*

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

**Approval of Objective:** Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Unacceptable in any category should be revised and resubmitted.

	Unacceptable	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Once the above information has been discussed and agreed upon by the teacher and evaluator, please sign below.

Administrator \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

**Results:** (Administrator should explain evidence of student learning. How many targets were met? To what degree were targets met? Additional score reports may be attached to describe results.)

**Scoring:** (Evaluator should check the box that best indicates the teacher's attainment of this student learning objective. Individual ratings should serve as the basis for an overall rating using the holistic rubric.)

Did the administrator meet this objective?	Did Not Meet	Met	Exceeded
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**NOTES**

## Student Learning Objectives – Building Administrator Guidance

<b>Statement of Objective</b>	This is a long-term academic goal for students. It should be specific and measureable, based on available prior student learning data. All administrators in a school will have a common set of 4-6 Student Learning Objectives. At least one objective must pertain to mathematics and one to English Language Arts. Objectives should focus on areas of need identified by state assessment data or the school strategic/improvement plan. Objectives may focus on subgroups of students, closing gaps, or particular grades and subjects. Objectives may focus on direct academic improvement, or on indicators of student learning such as enrollment in advanced level courses. Objectives may be based on progress or mastery. Objectives based on progress must include a baseline for each target. Objectives based on mastery may, but are not required to, include a baseline for each target.
<b>Rationale</b>	The rationale is the explanation for why this particular objective was chosen. The administrator should explain why this particular objective is an appropriate area of focus.
<b>Students</b>	The administrator should identify which students/classes/grades are included in the objective. Unlike teacher objectives, administrator objectives do not have to cover all students for whom the administrator is responsible.
<b>Interval of Instruction</b>	The interval of instruction is typically one school year unless the administrator has a compelling and documented reason for focusing on a shorter period of time.
<b>Target(s) &amp; Evidence</b>	<p>The target(s) for the objective are the numerical goals for each source of evidence used to assess the objective. Administrators should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data and/or prior year’s grades and assessment data can be used to inform targets. Administrators can use previous year’s performance to guide target-setting. If previous groups of students are not academically similar, targets may be adjusted accordingly.</p> <p>At least one source of evidence and a corresponding target are required, but multiple sources and targets may be used. If a common assessment exists, it must be used as the primary source of evidence. If the administrator is not using a common assessment, the evidence and how the evidence will be scored or assessed must be approved by the evaluator at the Beginning-of-Year Conference. Though passing rates may be used as evidence for some objectives, grades should generally not be used as evidence. The priority of content, students, rigor of target(s), and quality of evidence should be considered when setting and approving Student Learning Objectives.</p>
<b>Rationale for Target(s)</b>	When selecting targets, the administrator should consider any department, grade level, school-wide or district expectations for progress or mastery, as well as any prior student learning data. If a baseline is available for the students covered in the objective, it should be included. Baselines may be based on pre-tests administered at the beginning of the year, assessments administered at the end of the prior year, or other historical data about student learning.
<b>Administration &amp; Scoring</b>	The administrator should explain how the evidence used to assess the objective will be collected and reviewed. The administrator should include detail about how assessments will be administered and scored. The administrator and evaluator should determine the most accurate, fair, and objective scoring process possible.
<b>Approval of Objective</b>	Prior to or at Beginning-of-Year Conference, the evaluator will review each objective in terms of its priority of content, rigor of target, and quality of evidence. Objectives rated as Unacceptable in any category must be revised and resubmitted within ten school days.
<b>Results</b>	At the end of the interval of instruction, the administrator should explain the results of all sources of evidence used to assess the objective. The results should be expressed numerically and in relation to the previously set targets. If any official score reports are available for the sources of evidence used (especially for common assessments) they should be submitted to the evaluator prior to the End-of-Year Conference.
<b>Scoring</b>	The evaluator should review all the available evidence related to Student Learning Objectives, noting the degree to which the objective was met on the form. Evaluators will informally rate each objective as Not Met, Met, or Exceeded. The evaluator may provide additional comments about the scoring. These informal ratings will serve as the basis for the holistic scoring. Using the Student Learning Objective scoring guidelines, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign an overall Student Learning Objective rating.



# Frequently Asked Questions (FAQs) about Student Learning Objectives for Teachers

## How many Student Learning Objectives must be set?

Every teacher should have a set of 2-4 Student Learning Objectives. Elementary teachers who are responsible for multiple content areas should have, at least, one objective for English Language Arts and one objective for mathematics. Secondary teachers should have approximately one objective per prep, up to four. Also, administrator teams should have 4-6 school-wide Student Learning Objectives.

## What content should be covered?

Teacher teams should identify the major standards or overarching concepts and skills that are necessary for the successful completion of a course and use them to guide the setting of their objectives. All objectives should be based on Grade Level Expectations (GLEs), Grade Span Expectations (GSEs), or the Common Core State Standards. In many cases, districts or schools will already have identified the most important learning objectives for students in the District and School Improvement plans, along with assessments or other ways of measuring those objectives. In other cases, appropriate Student Learning Objectives and/or ways of measuring them may need to be identified or created. Ideally, this should happen in collaborative grade-level team or content-alike groups. Objectives may be based on student progress or mastery.

## What students should the Student Learning Objectives cover?

A teachers' set of objectives should address all students for whom a teacher is responsible. Teachers can set goals for subgroups. In addition, teachers can set tiered goals so that targets are differentiated. Teachers can set targets for a majority of students (80%-95% for example), as long that majority contains a natural distribution of subgroups (students receiving special education services, for example) and no subgroup is disproportionately excluded. Administrators are not required to set Student Learning Objectives that include every student for whom they are responsible. They can focus their objectives on particular grades, subject areas, or populations of students.

## What is an appropriate target?

Teachers should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data and/or prior year's grades and assessment data can be used to inform targets. Teachers can also use previous classes' performance to guide target-setting if data on the current students indicates that they are academically similar. Targets should correspond to at least one year's worth of student learning.

The rigor of the target should be considered by the evaluator in the Beginning-of-Year Conference. Targets that are not sufficiently rigorous should not be approved. Evaluator training will include guidance on evaluating rigor. To ensure fairness, teachers with shared objectives should have the same targets for their students, unless evidence indicates that different classes of students have significantly different starting points.

## What evidence sources may be used?

Teachers must present at least one source of evidence for each target, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence. Common assessments need not be commercially-purchased assessments. Teachers are encouraged to collaborate with grade-level teams and content-alike groups to obtain or develop common assessments for Student Learning Objectives. If a teacher is not using an externally-created assessment, the evidence (ex. teacher-made exam, student portfolios, writing pieces, etc.) and plans for how the evidence will be scored must be approved by the evaluator in the Beginning-of-Year Conference. Evaluators must consider whether objectives have high-quality sources of evidence when initially approving the objectives. Evaluator training will include guidance on evaluating sources of evidence.

## What if teachers don't have access to a common assessment?

Teachers in some grades and subjects do not have access to common district- or third-party-created assessments for their course standards. In these cases, teachers will need to measure student progress toward their Student Learning Objectives by using assessments that they create, in collaboration with other teachers in their school or district who teach the same course. If there is nobody in their school or district who teaches their same course, teachers may select an off-the-shelf assessment or create their own. Prior to use, assessments should be approved a teacher's evaluator.

Teacher teams can build on the summative assessment that they are already using to measure student progress. In future years, teachers will be able to reuse and refine assessments used previously for measuring progress on Student Learning Objectives. In the first year of implementation, however, teachers must use assessments that align to course standards, and/or build on current assessments and are approved by their evaluator. These assessments must be finalized early in the school year, for several reasons:

- Assessments will provide teachers with a goalpost from which to plan backward.
- Assessments will set in stone a bar of student achievement.
- Assessments will be higher-quality if they are carefully constructed in advance.<sup>20</sup>

In order to properly measure student learning for every course and grade level, Rhode Island educators must strive to develop or identify appropriate assessment tools. At the start of the school year, the principal will meet with content area leaders and teams of teachers in subjects where external assessments are not available, to discuss possible sources of evidence. Teachers of these courses will obtain and/or modify assessments to measure student achievement, (e.g., from their course textbook). Course teams developing assessments are encouraged to collaborate across schools or with district content-area experts.

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<sup>20</sup> It is possible that assessments may change from when they are approved by the evaluator early in the year to when they are administered at the end of the year. Such changes to the assessment must be addressed at the Mid-Year Conference.

Prior to the Beginning-of-Year Conference, course teams will share these assessments, along with the accompanying scoring tool(s), with their evaluator for review. At the conference, the evaluator will provide feedback on the assessment and scoring tool. As the quality of these assessments and scoring tools is central to the meaningful tracking and evaluating of progress on Student Learning Objectives, they must be finalized by teacher and evaluator by the end of October.



The student data used to measure progress do not need to come from a single, end-of-year assessment. Student achievement data on high-quality common summative assessments tracked throughout the year would be an acceptable source of evidence, e.g., for a teacher using standards-based grading.

## Where can I find additional exemplars?

Three exemplar sets of Student Learning Objectives are included in the appendix of this guidebook. As they become available, RIDE will post additional exemplars on the Education Evaluation web page at: <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/StudentLearningObjectives.aspx>



## Exemplar 1a - STUDENT LEARNING OBJECTIVE: HS Math

Name: HS Math  
Content Area: Advanced Placement Calculus Grade Level: 11-12

**Statement of Objective:** *(Please specify whether this is a mastery or progress objective.)*

All students will demonstrate mastery of AP course standards (mastery goal).

**Rationale:** *(How did you choose this objective? Why is this an appropriate area of focus?)*

The purpose of the AP course is for students to demonstrate mastery of an introductory college-level course. Even for students who may not be prepared to pass the exam, engaging with rigorous content has been shown to make them more likely to succeed in college.

**Aligned Standards:** *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

CollegeBoard's Course Topic Outline; in order to carry the "Advanced Placement" title, my course syllabus has been approved by the College Board.

**Students:** *(Which students will this objective address? How many? From which classes?)*

All 28 students in my Advanced Placement class.

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

**Evidence:** Because the current AP exam results will not be available until July, my evidence source will be a recent released AP exam provided by the College Board, administered as the students' final exam. Performance on this exam should be predictive of performance on the actual AP exam. **Target:** The class average exam score will be of 54 points out of 108 possible (corresponds to between a 3/5 and 4/5 overall AP score).

**Rationale for Target:** *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

Last year's students, who had an academic profile similar to this year's students, averaged 50 points on their released AP exam. Student scores on the released exam were closely aligned to their actual scores on the official AP exam.

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

I will administer the exam over the course of two days just before the students take the official AP exam in May. It will count for 20% of the students' semester grade. I will follow the administration protocol used for the actual AP exam and will grade the exams using the College Board's scoring key, rubrics, and formulas, e.g., subtracting 0.25 points per wrong multiple choice answer.

## Exemplar 1b - STUDENT LEARNING OBJECTIVE: HS Math

Name: HS Math

Content Area: Algebra II Grade Level: 10-12

**Statement of Objective:** *(Please specify whether this is a mastery or progress objective.)*

An increased number of students will demonstrate proficiency when creating equations with one or more variables for the purpose of solving problems. This is a mastery objective.

**Rationale:** *(How did you choose this objective? Why is this an appropriate area of focus?)*

The concept of creating equations with one or more variables for the purpose of solving problems is an essential component of the Algebra II curriculum in our district. Previous work in Algebra I focused on working with and manipulating expressions and equations with limited emphasis on creating equations. Algebra II requires student to build on their learning from Algebra I in order to acquire mastery in creating equations in one or more variables for the purpose of solving problems.

**Aligned Standards:** *(To which RI/national standards ( GSEs, GLEs, CCSS) does this objective align?)*

CCSS ACED.1-3

**Students:** *(Which students will this objective address? How many? From which classes?)*

All 93 students in three sections of Algebra II.

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

**Evidence:** Our district uses a common published assessment to measure student achievement in Algebra II. Assessments are administered every quarter electronically and results are available quickly. At the beginning of the year, a diagnostic assessment was administered in order to set appropriate growth targets.

Targets:

Group (1) – Students falling into this category averaged 35% mastery on the items related to creating equations.

Each student in this subgroup will increase their percentage of items correct to at least 75%. (17 students total)

Group (2) – Students falling into this category averaged 11% mastery on the items related to creating equations.

Each student in this subgroup will increase their percentage of items correct to at least 60%. (51 students total)

Group (3) – Students falling into this category averaged 6% mastery on the items related to creating equations.

Each student in this subgroup will increase their percentage of items correct to at least 45%. (25 students total)

**Rationale for Target:** *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

Based on the beginning-of-the-year diagnostic assessment, it became clear that my 93 Algebra II students fall into three distinct categories: (1) Students with a working knowledge of creating equations and demonstrated mastery; (2) Students with little or no knowledge of creating equations, but demonstrated mastery on manipulating expressions and equations; (3) Students with little or no knowledge of creating equations and

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

Assessments are administered online and multiple choice items are scored automatically by the assessment developer's software. Scores are made available immediately following the assessment. Constructed responses are scored by the math department in a timely fashion with rubrics provided by the developer this enabling a final score to be obtained quickly



## EXEMPLAR 2a - STUDENT LEARNING OBJECTIVE: MS Band

Name: MS Band

Content Area: Concert Band

Grade Level: 8<sup>th</sup> Grade

**Statement of Objective:** *(Please specify whether this is a mastery or progress objective.)*

Students will perform a grade-level piece at a proficient level (mastery goal).

**Rationale:** *(How did you choose this objective? Why is this an appropriate area of focus?)*

The most important student outcome of a successful year in Band is for each student to be able to play the musical pieces we practice at a proficient level.

**Aligned Standards:** *(To which RI/national standards ( GSEs, GLEs, CCSS) does this objective align?)*

GSEs: 9-12 M1-1, M4-1, M4-2

**Students:** *(Which students will this objective address? How many? From which classes?)*

All 54 band students.

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Target & Evidence: Class average of 4.0/5 (“very good”) on final piece (“Pirates of the Caribbean”, Arr. Michael Sweeney).

**Rationale for Target:** *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

In previous years, 4.0/5 has been an ambitious target (students with similar starting points ended at 3.5 and 3.4 in the previous two years). Baseline: Students averaged 3.2/5 on fall diagnostic performance assessment.

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

Performance will be assessed using a rubric adapted from expert band teachers. Students’ performance on selected pieces from “Teaching Music Through Performance in Band, Vol. 1” will be evaluated on a scale of 1-5 in Tone Quality, Rhythm, Pitch, Note Accuracy, Dynamics, etc. Student performance will be assessed in small groups in the last month of the course - this will count as the students' final assessment, along with the accompanying written exam.

## EXEMPLAR 2b - STUDENT LEARNING OBJECTIVE: MS Band

Name: MS Band

Content Area: Concert Band Grade Level: 8<sup>th</sup> Grade

**Statement of Objective:** *(Please specify whether this is a mastery or progress objective.)*

Students will demonstrate mastery of appropriate music concepts (mastery goal).

**Rationale:** *(How did you choose this objective? Why is this an appropriate area of focus?)*

In addition to being able to perform appropriate musical pieces, students leaving this course should have a solid understanding of the music concepts that support the pieces we play.

**Aligned Standards:** *(To which RI/national standards ( GSEs, GLEs, CCSS) does this objective align?)*

GSEs: M3-1, M1-1.c

**Students:** *(Which students will this objective address? How many? From which classes?)*

All 54 band students.

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

**Evidence:** Since no externally-created assessment is available for this course, I will be using a written assessment that I created in coordination with band teachers at several other schools, based on several off-the-shelf assessments of music concept mastery. It contains both multiple-choice and constructed response items.  
**Target:** Class average of 80% on the written assessment.

**Rationale for Target:** *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

On this assessment, 80% represents an acceptable level of mastery. I expect the average of all student scores to reach this level, as some students may exceed it while others may fall short. **Baseline:** Students averaged 74% on teacher-created written diagnostic exam administered at beginning of year, testing similar concepts.

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

I will score the exams using the attached grading key, which has rubrics to award partial credit on constructed response items. The written assessment will be administered as the students' final exam, along with the performance assessment.

## **Exemplar 3a – SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR**

Name: Building Administrator

School: Elementary (K-5)

**Statement of Objective:** *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase early literacy rates. (mastery)

**Rationale:** *(Why have you chosen this objective? Why is this a worthy area of focus?)*

In review of our school's reading assessment data from SY2010-2011, it is evident that many students in Kindergarten and Grade 1 are not reaching proficient levels in phonemic awareness by the end of each year. Therefore, instruction and assessment in phonemic awareness must be a priority within Kindergarten and Grade 1. By identifying students who are below proficiency in phonemic awareness at the beginning of the year, we will be able to more clearly articulate the instructional needs for all students in the area of phonemic awareness.

**Students:** *(Which students will this objective address? How many? From which classes or grades?)*

All students in grades K-1. (231 students based on next year's projections)

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment, which is administered three times per year (fall, winter and spring) in accordance with our district's comprehensive assessment system students will demonstrate the following progress: All kindergarten students will attain a score of 25 sounds per minute on the Initial Sounds Fluency (ISF) during the winter administration or grow at least 12 sounds at each district administration (winter and spring) or reach 25 sounds per minute by the end of the school year; all first grade students will attain a score of 35 sounds per minute on the Phonemic Segmentation Fluency (PSF) during the winter administration or grow at least 18 sounds at each district administration (winter and spring) or reach 35 sounds per minute by the end of the school year.

**Rationale for Target:** *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

These targets were chosen such that if a student is scoring in the "at risk or deficit" category at the beginning of the year and grows at least the number of points for the corresponding grade level target, he or she will reach the "low risk" category by the end of the year. In past years, our district has found a strong correlation between kindergarten and first grade students scoring at the established level in phonemic awareness and their ability to reach proficiency on the alphabetic principle and early reading success.

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

The DIBELS literacy assessments are administered three times (in the fall, winter and spring) by each teacher, using the standard time requirements and administration rules. Students may receive accommodations per their IEP. Assessments are scored in-house by the teacher administering the assessment, in accordance with DIBELS administration guidelines. (It should be noted that the DIBELS assessment maybe administered more frequently if teachers would like to monitor students more closely throughout the instruction year.)

## Exemplar 3b – SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator

School: Elementary (K-5)

**Student Learning Objective:** *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase the number of students who demonstrate grade level proficiency in mathematics. (mastery/progress)

**Rationale:** *(Why have you chosen this objective? Why is this a worthy area of focus?)*

On the most recent NECAP assessment (2010-2011), 44% of students in grade 3, 47% of students in grade 4, and 40% of students in grade 5 were proficient in math. Our school improvement action plan calls for a 5% increase in the number of students scoring proficient on the NECAP assessment next school year. As a result of district priorities, common assessments for math which mimic the NECAP format and rigor are being developed by a central team of teachers and curriculum experts for all students in grades 2-5. Grade 2 students are included in this effort so that they will be more fully prepared for the NECAP in Grade 3. The use of these assessments is part of our school improvement plan and will allow us to compare results across schools within our district.

**Students:** *(Which students will this objective address? How many? From which classes or grades?)*

All students in grades 2-5. (194 students based on next year's projections)

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Using the district-developed common mathematics assessment, administered three times a year (end of Q2, end of Q3 and end of Q4) 50% of students in grade 2 will reach proficiency, 50% of students in grade 3, 50% of students in grade 4, and 52% of students in grade 5.

**Rationale for Target:** *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

In keeping with the school improvement plan, these targets represent at least a 5% increase from last year's proficiency rates in grades 2-5. The 5% increase is in line with the district's goal of an overall 10% increase in 3 years.

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

The district-developed common mathematics assessments are developed by a central team of teachers and curriculum experts and administered three times (at the end of Q2, Q3 and Q4) by each teacher, using the district-developed standard time requirements. Students may receive testing accommodations per their IEP. Assessments are scored centrally by content specialists and teachers across the district with results reported within three weeks of administration.

## Exemplar 3c - SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator  
School: Elementary (K-5)

**Student Learning Objective:** *(Please be sure to specify whether this is a mastery or progress objective.)*

Reduce the achievement gap in reading between the general education students and students receiving special education services. (progress)

**Rationale:** *(Why have you chosen this objective? Why is this a worthy area of focus?)*

One of our School Improvement Plan goals focuses on closing achievement gaps between general education students and students receiving special education services. According to our most recent NECAP data, the gap scores between the general education and special education population is the largest gap between subgroups in grades 3-5. In grade three, the proficiency gap is 27% (63% and 38%), 29% in grade four (69% and 40%), and 32% in grade five (78% and 46%). While a proficiency gap exists in math as well, it is not as large and does not persist through grade 5 (the gap narrows in math from year to year while it widens from year to year in reading).

**Students:** *(Which students will this objective address? How many? From which classes or grades?)*

This objective applies to 34 students receiving special education services in grades 3-5.

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

It is expected that we will see an improvement of 2 reading levels between the reading levels of students receiving special educational services and the general education students (through 3<sup>rd</sup> grade). I will measure the gap using the average fall DRA2 levels of general education students compared to students receiving special education services and compare them to spring DRA2 levels for the same subgroups and grade levels.

**Rationale for Target:** *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

Our past DRA2 performance has shown that our special education students on average have not grown more than 1 reading level each year. Therefore, we have set the target of student gain as a minimum of 2 reading levels. We expect the average end of year DRA2 level for 3<sup>rd</sup> grade special education students to be a 20 and the average end of year DRA2 level for 3<sup>rd</sup> grade general education students to be a 38. Similar gaps exist for grades 4 and 5. If at a minimum students improve 2 reading levels and the gap closure trend continues over the next five years, the special education and general education gap will be closed in four years. (It should be noted that when completing this analysis the structure of the DRA2 levels beyond Grade 3 will be taken into account as the DRA2 Levels in grades 4-8 include just one level per grade.)

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

The DRA2 is administered school-wide by classroom teachers in the fall and again in the spring (with an opportunity for a 3<sup>rd</sup> administration if desired). Assessments are scored by the teachers who administer the assessment and all scores are reported to the administration.

## Exemplar 3d - SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator

School: Elementary (K-5)

**Student Learning Objective:** *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase 4<sup>th</sup> grade proficiency in science. (mastery)

**Rationale:** *(Why have you chosen this objective? Why is this a worthy area of focus?)*

One of our district initiatives is to increase science proficiency rates to be at or better the state averages. According to our most recent NECAP data (2009-2010), 35% of our 4<sup>th</sup> graders demonstrated proficiency, while the state average was 44%.

**Students:** *(Which students will this objective address? How many? From which classes or grades?)*

This objective applies to all 73 students in the 4<sup>th</sup> grade.

**Interval of Instruction:** *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

**Target(s) & Evidence:** *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Using the common Unit of Study assessment administered to all 4<sup>th</sup> grade students, I expect 100% of our students to demonstrate proficiency on 5 of the 8 unit of study assessments.

In addition, 40% of students will demonstrate mastery on each quarterly off-the-shelf interim assessment in science.

**Rationale for Target:** *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

While this is only the third year using the district science assessment, we have seen a strong correlation between proficiency levels on the district assessment and NECAP proficiency levels. If we increase proficiency by 5% from the previous year and then another 5% the following year, we will be on track for surpassing the state average by the end of school year 2012-2013.

**Administration & Scoring:** *(How will assessments be administered? How will assessments be scored?)*

Common Unit of Study assessments and interim assessments are administered and scored by the students' classroom teachers in teams. All scores are reported to the building principal as well a district curriculum coordinator.

## Appendix D: Support and Development Forms



## Building Administrator Self-Assessment Form

<b>Name:</b>			
<b>School:</b>		<b>District:</b>	
<b>Grade Configuration:</b>		<b>Title/Role:</b>	
<b>Date Developed:</b>			

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. Before completing the Self-Assessment, review any prior evaluations (especially last year’s), including feedback from your prior evaluation, as well as the competencies in the Administrator Professional Practice Rubric and Professional Responsibilities Rubric. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

### Building Administrator Self-Assessment– Professional Practice

Using the Administrator Professional Practice Rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

Professional Practice Strength (EXAMPLE)		Professional Practice Area for Development (EXAMPLE)	
EXAMPLE – 1C	<i>EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Both in school visits and after a review of intervention plans, it is clear that staff are organized into grade level and department teams regularly reviewing real-time student data and discussing adjustments to instruction in order to meet individual and school-wide goals.” Also, because our school improvement plan requires a significant gap closing in student achievement, over the last two years I have instituted the use of a gap-closure tracker that is re-visited at the beginning of each monthly staff meeting.</i>	EXAMPLE – 3B	<i>EX: On my previous evaluation, I earned an “Unsatisfactory” rating on this competency. My evaluator commented that “In end-of-year surveys, staff reported not being observed regularly and feedback not being returned in a timely manner. In addition, you did not retain two highly effective teachers last year.” I am well aware that my personnel management has not been strong and am planning on spending a great deal more time this year in the classrooms observing teachers and have set up a system for myself in order to make sure observation feedback is delivered immediately after observations take place. I have also set a goal of 100% retention of Effective and Highly Effective teachers and plan to institute more check-ins with teachers mid-year to gauge teachers’ future plans.</i>



### Administrator Self Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Mission, Vision, and Goals		
Domain 2 Learning and Teaching		
Domain 3 Organizational Systems		
Domain 4 Community		



### Self-Assessment – Professional Responsibilities

Identify at least two competencies from the Educator Professional Responsibility Rubric that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies. You do not need to identify a strength and development area for each domain in the Professional Responsibilities Rubric, you must only identify two strengths and two areas for development overall. Record the areas for development and strengths in the appropriate box based on the competencies to which they align.

Domain	Professional Responsibilities Strength	Professional Responsibilities Area for Development
Domain 1 Collaborate and Contribute to the School Community		
Domain 2 Believe In & Advocate for Students		
Domain 3 Create a Culture of Respect		
Domain 4 Exercise Professional Judgment and Development		



### Self-Assessment Narrative

Please respond to each of the following prompts below.

**Prioritize.** Review the six (or more) areas of development identified in your Self-Assessment (at least four in Professional Practice and at least two in Professional Responsibilities). Reflect on your professional growth over the last year and prioritize these six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

1. 2. 3. 4. 5. 6.
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1. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

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2. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?

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## Teacher Self-Assessment Form

<b>Name:</b>			
<b>School:</b>		<b>District:</b>	
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>			

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. Before completing the Self-Assessment, review any prior evaluations (especially last year’s), including feedback from your prior evaluation, as well as the competencies in the Teacher Professional Practice Rubric and Professional Responsibilities Rubric. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

### Self-Assessment– Professional Practice

*Using the Teacher Professional Practice rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.*

Professional Practice Strength (EXAMPLE)		Professional Practice Area for Development (EXAMPLE)	
EXAMPLE – 1C	<p><i>EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work”.</i></p> <p><i>Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.</i></p>	EXAMPLE – 1C	<p><i>EX: On my previous evaluation, I earned an “Emerging” rating on this competency. My evaluator commented that “Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized.”</i></p> <p><i>In addition to my evaluator’s comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.</i></p>



**Teacher Self-Assessment– Professional Practice**

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Planning and Preparation		
Domain 2 Classroom Instruction		
Domain 3 Classroom Environment		
Domain 4 Assessment, Reflection and Improvement		



### Self-Assessment – Professional Responsibilities

Identify at least two competencies from the Educator Professional Responsibility Rubric that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies. You do not need to identify a strength and development area for each domain in the Professional Responsibilities Rubric, you must only identify two strengths and two areas for development overall. Record the areas for development and strengths in the appropriate box based on the competencies to which they align.

Domain	Professional Responsibilities Strength	Professional Responsibilities Area for Development
Domain 1 Collaborate and Contribute to the School		
Domain 2 Believe In & Advocate for Students		
Domain 3 Create a Culture of Respect		
Domain 4 Exercise Professional Judgment		



## Self-Assessment Narrative

Please respond to each of the following prompts below.

3. **Prioritize.** Review the six (or more) areas of development identified in your Self-Assessment (at least four in Professional Practice and at least two in Professional Responsibilities). Reflect on your professional growth over the last year and prioritize these six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

4. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

1. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?

## Professional Growth Plan

<b>Name:</b>		<b>Position/Title:</b>		<input type="checkbox"/> New
<b>Date Developed:</b>		<b>District:</b>		<input type="checkbox"/> New
<b>Date Revised:</b>		<b>School(s):</b>		<input type="checkbox"/> New
<b>Educator Signature</b>	X	<b>Grade Level(s):</b>		<input type="checkbox"/> New
		<b>Subject(s):</b>		<input type="checkbox"/> New
<b>Evaluator Signature</b>	X			

### Setting Goals with Primary Evaluator

The Primary Evaluator will assist the educator in setting specific and measurable Professional Growth Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the educator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the educator meet those goals. Although districts may offer professional development opportunities that overlap with the educator’s Professional Growth Goals, each educator is personally responsible for improving their own practice and achieving their own goals.

### When to Revise the Professional Growth Plan

The Mid-Year Conference provides a formal opportunity for the educator and evaluator to discuss the Professional Growth Plan. If a Professional Growth Goal has been met before the end of the first semester, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Growth Goal is still in the process of being achieved, and the educator and evaluator feel as though it is important for the educator to continue working toward the goal, the educator can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).



### Professional Growth Goals

Record three Professional Growth Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Growth Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	<b>Status</b> <input type="checkbox"/> Achieved <input type="checkbox"/> In Process <input type="checkbox"/> Not Achieved
<i>Example:</i> Teacher Professional Practice 2F: Frequently checks for and responds to student understanding during instruction	<i>Example:</i> To learn and implement effective strategies to check for student understanding	In Process



**Professional Growth Goal #1:**

<b>Action Steps and Data:</b> <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	



**Professional Growth Goal #2:**

<b>Action Steps and Data:</b> <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	



**Professional Growth Goal #3:**

<b>Action Steps and Data:</b> <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	





### Educator Professional Growth Goal – Teacher Example

Each Professional Growth Goal should be a measurable endpoint, achieved through specific action steps. In the example below, note the use of action steps that support the educator’s strategy for achieving the Professional Growth Goal, along with benchmarks that provide the basis for measuring progress toward the goal throughout the year.

<b>Professional Growth Goal #1:</b> To learn and implement effective strategies to check for student understanding					
<b>Action Steps and Data:</b> <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>
<b>Action Step 1</b>  Learn 3 new research-based effective strategies to check for student understanding during instruction.	By 10/1/11  Research strategies that exist and obtain resources for study (borrow or buy book(s) that contain appropriate strategies)	9/1/11 through 6/15/12  Keep a weekly reflective journal, and/or enlist and implement a critical friends group	By 10/31/11  Observe 2 colleagues who are effective at checking for student understanding during instruction	Between 1/30/11 and 3/30/12  Enlist 1-2 colleagues to observe my teaching at least 2 times, focusing on checking for student understanding. Each observation will have a debriefing conference afterward for reflection	1. <i>Reflective Journal:</i> reflections will demonstrate synthesis of new knowledge and reflections on teaching practice  2. <i>Observations conducted by colleagues:</i> Observations will reveal how I check for understanding during instruction.
	<b>Data:</b> Resources obtained and read	<b>Data:</b> Reflective journal, and/or notes from Critical Friends meetings	<b>Data:</b> Observation notes indicating the focus on checking for understanding	<b>Data:</b> Observation notes and reflection indicating checking for understanding	



<b>Action Steps and Data:</b> <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	<b>Benchmarks and Data:</b> <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b> <i>How do you know that your goal has been met?</i>
<b>Action Step 2</b>  Implement instruction that consistently and effectively checks for understanding, responds to student understanding, and engages students in monitoring their own understanding.	10/31/11 through 6/15/12 (daily)  Include strategies for checking for understanding in lesson planning	1-2 times per Quarter  Video tape lessons for self-reflection and critique (Look specifically for strategies for checking for understanding and students engaging in their own understanding)	9/1/11 through 6/15/12 (weekly or bi-weekly)  Collect student work as evidence of checking for understanding and students engaging in evaluating their own understanding	_/_/_  Data:	<ol style="list-style-type: none"> <li>1. Lesson plans will include details that elicit checking for understanding</li> <li>2. Videotapes will include evidence of effective checking for understanding</li> <li>3. Student work will include segments where students are checking for their own understanding as well as providing the teacher with evidence of understanding.</li> </ol>
	<b>Data:</b> Lesson plans include details that elicit checking for understanding	<b>Data:</b> Notes from self reflection and critique of the video are focused on checking for understanding	<b>Data:</b> Student work	<b>Data:</b>	



## Educator Improvement Plan

<b>Name:</b>		<b>Prior Year Evaluation Rating</b>	<b>TPP:</b>	<b>PR:</b>	<b>SLO:</b>	<b>SL/RIGM:</b>	<b>Summative:</b>
<b>Position/Title:</b>							
<b>School(s):</b>		<b>District:</b>					
<b>Grade Level(s):</b>		<b>Subject(s):</b>					
<b>Date Developed:</b>		<b>Date Revised:</b>					
<b>Evaluator Approval</b>	X	<b>Educator Approval</b>	X				

Improvement Team Members		
Name	Position/title	Responsibilities for Improvement Plan



**Educator Improvement Plan – Professional Growth Goals**

Record three professional growth goals aligned with your previous evaluation below. Your goals should be specific and measurable. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the professional growth plan form for each goal.

Alignment to Evaluation Components	Improvement Plan - Professional Growth Goals	Status



**Improvement Plan - Professional Growth Goal #1:**

**Action Step 1:**

**Responsibilities:** *Identify who is responsible for support and their role(s)/action(s)*  
 Educator:  
 Evaluator:  
 Improvement Team Member(s):

**Benchmarks and Data:**  
*Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*

**Evidence of Achievement:**  
*How do you know that your goal has been met?*

__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	



**Action Step 2:**

__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	



**Improvement Plan - Professional Growth Goal #2:**

**Action Step 1:**

**Responsibilities:** *Identify who is responsible for support and their role(s)/action(s)*  
 Educator:  
 Evaluator:  
 Improvement Team Member(s):

**Benchmarks and Data:**  
*Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*

**Evidence of Achievement:**  
*How do you know that your goal has been met?*

__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	



**Action Step 2:**

__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	



**Improvement Plan - Professional Growth Goal #3:**

**Action Step 1:**

**Responsibilities:** *Identify who is responsible for support and their role(s)/action(s)*  
 Educator:  
 Evaluator:  
 Improvement Team Member(s):

<p><b>Benchmarks and Data:</b>  <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i></p>	<p><b>Evidence of Achievement:</b>  <i>How do you know that your goal has been met?</i></p>
---	---

_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	
Data:	Data:	Data:	Data:	Data:	
_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	
Data:	Data:	Data:	Data:	Data:	



<b>Action Step 2:</b>					
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	







## Educator Mid-year Conference Form (for teachers and building administrators)

<b>Educator Name:</b>	<b>Date:</b>
-----------------------	--------------

**Student Learning Objectives:**

*Use the original student learning objective form to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions and record the final student learning objectives below.*

Student Learning Objective Descriptions (including revisions, if necessary)
1.
2.
3.
4.

	Comments
	<i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i>
<b>Professional Practice</b>	



<b>Professional Responsibilities</b>	<b>Comments</b>
	<i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i>

**Key strengths:**

**Priority areas for development (if different from current Professional Growth Goals):**

**Additional comments:**

**If the educator is in danger of receiving a rating of “Ineffective” or “Developing,” the evaluator should check this box and the educator and his or her evaluator will revisit the Professional Growth Plan, revising action steps and setting appropriate benchmarks for the second semester.**



## Building Administrator End-of-Year Conference Form

Teacher: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

The evaluator will review all available student learning data in relation to the educator’s Student Learning Objectives. For each objective, the evaluator will determine whether it has been “Not Met,” “Met” or “Exceeded.” The evaluator will then review all of the educator’s Student Learning Objectives and use the scoring guidelines below to determine a final Student Learning Objective Score.

<input type="checkbox"/> <b>Exceptional Attainment (5)</b>	Evidence across all Student Learning Objectives indicates exceptional student mastery or progress. All objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.
<input type="checkbox"/> <b>Full Attainment (4)</b>	Evidence across all Student Learning Objectives indicates superior student mastery or progress. All objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.
<input type="checkbox"/> <b>Considerable Attainment (3)</b>	Evidence across all Student Learning Objectives indicates significant student mastery or progress. Most objectives are met. If an objective was not met, evidence indicates that it was nearly met. This category applies to the educator who overall has nearly met the majority of the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.
<input type="checkbox"/> <b>Partial Attainment (2)</b>	Evidence across all Student Learning Objectives indicates some student mastery or progress. Educator may have met or exceeded some objectives and not met other objectives. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations described in their Student Learning Objectives.
<input type="checkbox"/> <b>Minimal or No Attainment (1)</b>	Evidence across all Student Learning Objectives indicates little student mastery or progress. Most or all objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.

**OVERALL STUDENT LEARNING OBJECTIVE SCORE (1-5):**

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	5	4	3	2
	Typical Growth	5	4	3	2	1
	Low Growth	The Rhode Island Growth Model will not be used for ratings in school year 2011-2012				



<b>Building Administrator Professional Practice</b>	<b>Final Score</b> (scoring guidelines on rubric)	<b>Comments</b>
Domain 1: Mission, Vision, and Goals		
Domain 2: Learning and Teaching		
Domain 3: Organizational Systems		
Domain 4: Community		
<b>Overall Professional Practice Score</b>		

<b>Professional Responsibilities</b>	<b>Final Score</b> (scoring guidelines on rubric)	<b>Comments</b>
Domain 1: Collaborate and Contribute to the School Community		
Domain 2: Believe in and Advocate for Students		
Domain 3: Create a Culture of Respect		
Domain 4: Exercise Professional Judgment and Development		
<b>Overall Professional Responsibilities Score</b>		



**OVERALL PROFESSIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES SCORE:**

*(The matrix to the right should be used to determine the final PP and PR rating.)*

		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

**Key strengths:**

**Priority areas for development:**

**Additional comments:**



Student Learning Rating:

Professional Practice & Professional Responsibilities Rating:

**DRAFT**

*The evaluator should copy the Student Learning score and PP and PR score from the appropriate forms in the boxes above and use the matrix to the right to determine the final overall performance rating.*

		STUDENT LEARNING				
		5	4	3	2	1
PP and PR	4	H	H	E	E*	D*
	3	H	E	E	D	I*
	2	E*	E	D	D	I
	1	D*	D*	D	I	I



Final Summative Rating:

Building Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Ratings in any of these cells of the matrix will trigger an immediate review.



## Teacher End-of-Year Conference Form

Teacher: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date of Conference: \_\_\_\_\_

The evaluator will review all available student learning data in relation to the educator’s Student Learning Objectives. For each objective, the evaluator will determine whether it has been “Not Met,” “Met” or “Exceeded.” The evaluator will then review all of the educator’s Student Learning Objectives and use the scoring guidelines below to determine a final Student Learning Objective Score.

<input type="checkbox"/> <b>Exceptional Attainment (5)</b>	Evidence across all Student Learning Objectives indicates exceptional student mastery or progress. All objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.
<input type="checkbox"/> <b>Full Attainment (4)</b>	Evidence across all Student Learning Objectives indicates superior student mastery or progress. All objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.
<input type="checkbox"/> <b>Considerable Attainment (3)</b>	Evidence across all Student Learning Objectives indicates significant student mastery or progress. Most objectives are met. If an objective was not met, evidence indicates that it was nearly met. This category applies to the educator who overall has nearly met the majority of the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.
<input type="checkbox"/> <b>Partial Attainment (2)</b>	Evidence across all Student Learning Objectives indicates some student mastery or progress. Educator may have met or exceeded some objectives and not met other objectives. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations described in their Student Learning Objectives.
<input type="checkbox"/> <b>Minimal or No Attainment (1)</b>	Evidence across all Student Learning Objectives indicates little student mastery or progress. Most or all objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.

**OVERALL STUDENT LEARNING OBJECTIVE SCORE (1-5):**

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	5	4	3	2
	Typical Growth	5	4	3	2	1
	Low Growth	The Rhode Island Growth Model will not be used for ratings in school year 2011-2012				



<b>Teacher Professional Practice</b>	<b>Final Score</b> (use rubric scoring worksheet)	<b>Comments</b>
Domain 1: Planning and Preparation		
Domain 2: Classroom Instruction		
Domain 3: Classroom Environment		
Domain 4: Assessment, Reflection, and Improvement		
<b>Overall Professional Practice Score</b>		

<b>Professional Responsibilities</b>	<b>Final Score</b> (use rubric scoring worksheet)	<b>Comments</b>
Domain 1: Collaborate and Contribute to the School Community		
Domain 2: Believe in and Advocate for Students		
Domain 3: Create a Culture of Respect		
Domain 4: Exercise Professional Judgment and Development		
<b>Overall Professional Responsibilities Score</b>		



**OVERALL PROFESSIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES SCORE:**

*(The matrix to the right should be used to determine the final PP and PR rating.)*

		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

**Key strengths:**

**Priority areas for development:**

**Additional comments:**



Student Learning Rating:

Professional Practice & Professional Responsibilities Rating:

**DRAFT**

The evaluator should copy the Student Learning score and PP and PR score from the appropriate forms in the boxes above and use the matrix to the right to determine the final overall performance rating.

		STUDENT LEARNING				
		5	4	3	2	1
PP and PR	4	H	H	E	E*	D*
	3	H	E	E	D	I*
	2	E*	E	D	D	I
	1	D*	D*	D	I	I



Final Summative Rating:

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*Ratings in any of these cells of the matrix will trigger an immediate review.



DISCLAIMER: The contents of this guide were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



# REPORT & RECOMMENDATIONS

SUBMITTED TO THE  
COLORADO STATE BOARD OF EDUCATION  
PURSUANT TO SB 10-191

All students in Colorado will have effective teachers in their classrooms and effective leaders for their schools. Evaluation provides teachers and principals with clear expectations for their performance and with ongoing feedback and support needed to improve performance.

*– Council Vision Statement*



*Submitted April 13, 2011*

The State Council for Educator Effectiveness would like to thank the following individuals and organizations for their generous support of our work:

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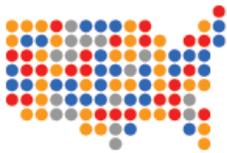
BILL & MELINDA  
GATES *foundation*



 DANIELS FUND

 DONNELL-KAY FOUNDATION

JPMORGAN CHASE & CO.



COMMON GOOD™  
RESTORING COMMON SENSE TO AMERICA

 ROSE  
COMMUNITY FOUNDATION

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The Council's work, including this report, would not have been possible without the expertise, professionalism, teamwork, and incredible dedication of the following consultants and staff members at the Colorado Legacy Foundation and the Colorado Department of Education:

Erika Carillo, M.P.A	Colorado Department of Education
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# I. Introduction

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We know great principals and great teachers can make all the difference in a child's education. In Colorado, we want to recruit, retain and reward more great teachers and school leaders.

In response, the state legislature passed a new law last year to change the way teachers and principals are evaluated and compensated.

Leading this historic effort is the State Council for Educator Effectiveness. Governor Bill Ritter, Jr., appointed the Council's 15 members in March 2010.

Over the last year, the Council has explored what ingredients make for effective teaching and school leadership, how effectiveness should be measured and what strategies are required for supporting continuous improvement.

The Council studied research and best practices, and spoke with experts in local school districts and across the country. They have talked extensively with these school district leaders and experts about what is best for Colorado, all while balancing state requirements with local values.

The result is a set of comprehensive recommendations detailed in this report that will help to ensure that every student has an effective teacher and an effective principal.

Colorado will now have common statewide definitions of teacher and principal effectiveness, clearer expectations for job performance, and consistent scoring guides to rate job performance. Another noteworthy reform – an educator's non-probationary status is now based on effectiveness in the classroom, and not on years of service.

We wish to thank the Council for its strong leadership and tireless commitment on behalf of Colorado kids and our public schools. We believe the Council's efforts will result in better outcomes for students, educators and, ultimately, for Colorado.



John W. Hickenlooper  
Governor  
State of Colorado



Joseph A. Garcia  
Lieutenant Governor  
State of Colorado



Robert K. Hammond  
Commissioner of Education  
Colorado Department of Education

# I. Chairman's Preface

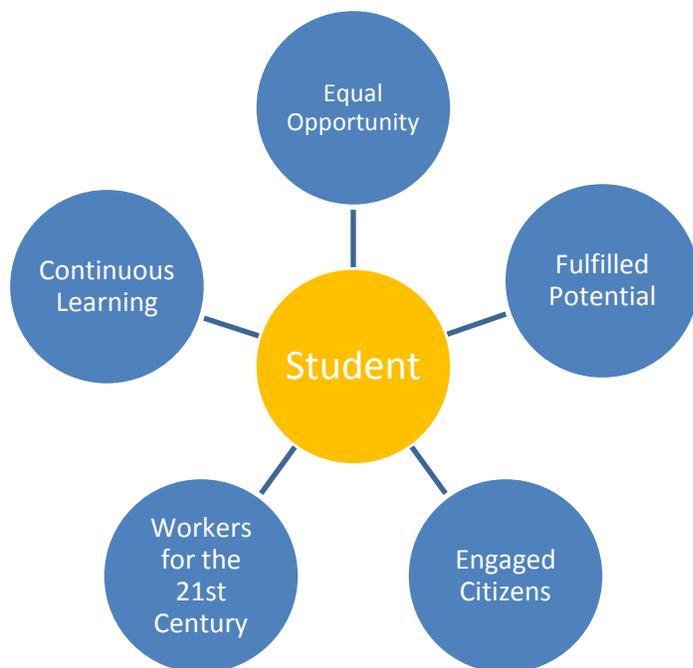
Although the Council objectives were specified by Governor Ritter's directive and eventually codified in Senate Bill 191, the energy and initiative to sustain this work came from the personal and collective vision of the Council members, as well as those leaders, like Lt. Governor Barbara O'Brien, who recognized the need for transformational change and worked tirelessly to promote and support it.

Prior to joining the Council, I had the opportunity to work with Barbara O'Brien, Zach Neumeyer, George Sparks, Helayne Jones, Kelly Hupfeld, Paul Teske, Mike Miles, Linda Barker, Nina Lopez and a number of other dedicated professionals on the Systems Transformation Subcommittee (of the Governor's P20 Committee). The passion, foresight and vision, exhibited and developed by that team, has forever shaped my view of what's possible for public education in Colorado. The vision developed and, to a great extent, internalized by the STC members, has provided guidance throughout my engagement on the Council and for me, provides a strategic context for the Council's work. I would like to share that vision, briefly, in this preface.

## A Vision for Public Education

***Education in Colorado is universally accessible, individually customized, and continuously improving. It provides the foundation for all Coloradans to become healthy individuals, productive workers, and engaged citizens in a fast-changing global society.***

The public education system in the state of Colorado, from early learning through postsecondary education, is recognized as one of the best in the country and is competitive with the best in the world. Investing in and expecting excellence in education creates a bright future for our state.



The paradigm of education has shifted, and the design of Colorado's P-20 education system reflects the presumption that all students will graduate from the basic education program with the equivalent of what is now an associate's degree, and in a position to make meaningful choices about their lives.

Education, from preschool through the highest level, is oriented towards maximizing the potential of each student and instilling a lifelong love of learning, as well as

imparting the skills and knowledge students need to be responsible citizens and valued members of the workforce in a complex and changing world.

The education system operates in an integrated and seamless manner. Early childhood education prepares the student for school in ways that address the social, emotional, physical, and cognitive needs of each student. The education provided to children and youth provides a sound foundation of knowledge and skills, rigorously preparing the student for success in higher levels of education and the workplace while responding effectively to individual needs and encouraging individual interests. Higher levels of education emphasize critical thinking, self-directed learning, and advanced subject areas, offering a wide range of educational and training opportunities that are easily accessible to learners throughout their lifetimes. The delivery of higher levels of education is intertwined with rigorous research that benefits society as well as student learning.

Progress through the education system is based on assessed mastery of learning rather than measures of seat time. Students have access to a wide range of high-quality educational choices to reflect their interests and talents, regardless of race, income, or geographic location. The higher levels of education provide multiple entry and exit points to accommodate individual circumstances. The delivery of education is not tied to a single model or structure, but takes advantage of a variety of media, facilities, schedules, and approaches. Because the accommodation of student interests and motivation is at the heart of the education system, students are fully engaged as participants in their own learning at all levels.

Adults working in the system operate in an atmosphere of continuous learning and improvement. Educators embrace their responsibility to improve student outcomes, because they are provided with the autonomy, flexibility, information, training, and resources they need to deliver results. The teaching profession is recognized among the upper echelon of all vocations. Careers in education at all levels of the system are diverse, challenging, rewarding, and highly sought-after, and as a result students encounter high-quality and effective teaching in all their learning experiences.

System resources are adequate to support these high expectations, and are flexible enough to easily be directed to meet student needs in real time. Resources from the education system are coordinated with other public resources to maximize student capacity to learn at all levels. Research and development is supported as the means to intentionally nurture innovations. System returns on public investment, as measured by student outcomes, are high, and productivity continues to improve. System processes are designed to be data-driven, self-reflective, and continuously adapting to ongoing changes in both individual learner needs and the needs of society, focusing on both short-term and long-term goals. As a result, the public has high expectations for public education and enthusiastically supports the system.

### **Is this vision attainable?**

Many would say that such a vision is unattainable, except perhaps in individual classrooms, or potentially, individual schools. It certainly is impossible as long as the current system is

allowed to remain intact and the incredibly talented and dedicated professionals that work in that system are inadequately developed, supported and compensated. We must move from “expectations,” which are based on our previous experience, to thinking about this vision in terms of “what’s possible.” To achieve the “possible” requires courageous leaders and communities who will be willing to take bold steps down the road to transformational change.

In enacting Senate Bill 191, Senator Mike Johnston and the State of Colorado have made a bold, initial step toward a new future state for public education. The road will be long and incredibly challenging and immense perseverance will be required to sustain the journey. The rewards, however, for our students, educators, communities, state and nation will far outweigh the difficulties; the results of maintaining the status quo, or merely attempting to optimize what is already being done, are both unacceptable and unthinkable for Colorado.

It has been an incredible privilege to work with and learn from the thoughtful and intensely dedicated group of professionals that comprised and supported the State Council for Educator Effectiveness. Their expertise, candor and professional and personal integrity was evident in every discussion and their ability to collaborate and reach consensus, on some very complex and often controversial issues, was exemplary.

The expertise and leadership brought to the Council, by my co-chair Nina Lopez, was indispensable.

It is my hope that the Council’s recommendations, in the attached report, will enable a viable and sustainable implementation of the Governor’s directive and SB 191 and constitute one of the first incremental steps toward transformational change.



Matt Smith

Vice President of Engineering, United Launch Alliance

Chair, State Council for Educator Effectiveness

## II. Executive Summary and Key Recommendations

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This final report of the State Council for Educator Effectiveness reflects the collective result of hundreds of hours and the efforts of dozens of thoughtful individuals and organizations devoted to the task of making real the statutory frameworks set out in Senate Bill 10-191. All of the Council's recommendations reflect full consensus of its members. This report highlights the issues that the Council considers most critical in developing and launching a new performance evaluation system for educators in Colorado. In many areas, the bulk of the work lies ahead, and the recommendations provide advice and guidance about the best thinking currently available. In other areas, the Council has set forth specific recommendations on which it reached consensus, following the directives of S.B. 10-191 and the conclusions of Council members about elements that are absolutely essential to a high-performing system.

The Council itself includes representation from teachers, principals, school board members, district administrators, parents/guardians, students, higher education, and the business community. The Council placed a high value on reaching out to multiple stakeholders to gather input from many different perspectives. The fact that this diverse group achieved consensus as to the recommendations contained in this report is a testimony to the value it placed on respecting all voices as well as the intent of S.B. 10-191.

“We reached consensus not by compromise but by doing the hard work of addressing real concerns and staying focused on the end goal: a system that would serve students and support educators.”

*Council members Jim Smyth, President, Mesa Valley Education Association and Bill Bregar, President, Pueblo 70 School District*

### How to Read this Report

#### Key Priorities for Colorado's Educator Performance Evaluation System

Throughout the course of the Council's work, it became clear that there are certain priorities that inform every aspect of the work. The Council believes that successful implementation of the new performance evaluation system is wholly dependent upon attending to the following statements, and they must be given a central focus at all times. These five statements should be treated as assumptions for the entire body of the work, and the Council states them here to emphasize their central importance. They can be organized into five essential themes:

## One: Data Should Inform Decisions, but Human Judgment Will Always Be an Essential Component of Evaluations

### HUMAN JUDGMENT

Although this report and its many technical recommendations may give the impression that evaluation is a scientific process that relies solely on objective data, Council members are acutely aware that evaluations ultimately rely on the perception and judgment of individuals. Like other decisions that rely on human judgment, evaluations are subject to error and even bias.

Many of the recommendations in this report are directed towards processes and techniques used to improve individual judgment and minimize error and bias. For example, it is absolutely essential that evaluators have adequate training to exercise judgment in a way that is fair. It is also essential that evaluators understand the various ways to measure performance and the benefits and limitations of these methods, so they can make appropriate decisions about their implications. The most technically impressive evaluation system will fail if the human aspects of the system are neglected.

The implementation of the recommended evaluation system is designed to provide as much learning as possible about ways to inform human decision-making in order to make fair, reliable and credible judgments. In addition, the state and its districts will need to actively use data to identify when evaluations are inappropriate, inaccurate, or inconsistent.

## Two: The Implementation and Assessment of the Evaluation System Must Embody Continuous Improvement

### CONTINUOUS IMPROVEMENT

The implementation of this work **MUST** have a true continuous learning approach. The new teacher and principal evaluation systems will be implemented over a four-year period, with development and beta-testing activities beginning in 2011 and full statewide implementation in place by May 2015. The design of this pilot and rollout period is intended to capture what works and what doesn't (and why), and provide multiple opportunities to learn from failure and to spread success. In that spirit, the state will need to vigilantly monitor and act on the following:

- What school districts are doing that is or is not working;
- What other states are doing that is or is not working;
- Changes in assessment practice and tools expected over the next few years, especially with respect to student growth; and
- Emerging research and best practice findings with respect to educator evaluations.

As more and more states and districts across the country experiment with improved performance evaluation systems for their educators, more evidence will arise that should continue to inform Colorado's system. The present report makes recommendations for what

Council members believe to be the best possible evaluation system using current knowledge, but we must commit to learning from knowledge yet to be discovered.

### Three: The Purpose of the System is to Provide Meaningful and Credible Feedback That Improves Performance

**FEEDBACK** The goal of Colorado’s performance evaluation system is to provide honest and fair assessments about educator performance and meaningful opportunities to improve. If evaluators simply label and sort educators but fail to provide teachers and leaders with actionable information and opportunities for improvement, the evaluation system will have failed in its purpose. Students will be limited in their ability to perform at their best, and educators will not receive the support they need.

As Council members have often stated, evaluation is a process, not an event. It is the Council’s hope that the collection of information about educator effectiveness and feedback to educators will take place on an ongoing basis, and not be restricted to the dates and processes set for formal evaluations. Teachers and principals should be talking about instructional improvement constantly, and the performance evaluation system provides just another forum for that continuing conversation.

### Four: The Development and Implementation of Educator Evaluation Systems Must Continue To Involve All Stakeholders in a Collaborative Process

**COLLABORATION** The Council’s work was conducted in an environment that emphasized the value of the engagement and input of all stakeholders affected by evaluation. Consensus was achieved not through compromise, but by listening intently to each other’s key needs and seeking to address them in meaningful ways. This collaborative approach must continue as systems are further developed and implemented at the state and district level, and as they are incorporated into the culture of each school.

“This is as an opportunity to elevate the teaching profession. It’s not about creating systems that align to the current reality of teacher evaluation and support. This is about thinking of the profession differently, in a way that respects teaching as a complicated craft, requiring teacher leadership, strong collaboration with colleagues, reflection about practice and constant efforts to improve instruction for the students whose lives we impact every day.”

*Council member Tracy Dorland,  
Executive Director Educator  
Effectiveness, Denver Public  
Schools*

Change is always difficult, and communication is vital. Every stakeholder, from students and families, teachers, related service providers, administrators, school board members, and others, needs to be operating with the same information and with a clear picture of what the new system is, how it will be implemented, and how it will impact them. The new evaluation system and its goals of continuous learning also provide new opportunities to engage the parents and guardians of students and the students themselves.

## Five: Educator Evaluations Must Take Place within a Larger System That Is Aligned and Supportive

### ALIGNED SYSTEM

The focus of this report is on new educator evaluation systems, anticipating that improving the ways in which educators are evaluated will lead to improvement in their effectiveness and, in turn, to improved outcomes for students. For this result to occur, evaluators must be part of a larger system that is also effective. If the larger system is not aligned to be supportive, success will continue to be limited to the work of outstanding individuals who succeed despite the systems in which they work. If education is to dramatically improve in this state, all components of our education system must serve to increase the numbers of educators who are able to be successful, rather than providing excuses for failure. This report represents an important step, but it must be viewed as one step in a long process. The state and its districts must be willing to commit to the process of ensuring that the education system operates in a way that is coherent and supportive of both educator effectiveness and student outcomes.

## Summary of the Council's Recommendations

### Summary of Recommendations for State and Local Roles in Evaluation

The Council's recommendations for the next generation of educator evaluation systems strike an important balance. The Council recommends that all evaluation systems in the state adhere to common quality standards that determine performance, and adhere to requirements that will ensure high-quality measurement and analysis of data; at the same time, local communities will make important decisions about the "how" of evaluation that can be tailored to fit local objectives and needs.

"I've seen extremely effective teachers and not so effective teachers...student engagement should play a major role in the evaluation of teachers. If students trust their teachers, they are more empowered in their education – they feel they matter. Colorado is taking the lead in this area. That's awesome."

*Shelby Gonzales-Parker,  
Council member and Student  
(Metro State college)*

The state will develop a high-quality, implementation-ready model evaluation system, with associated tools, available to any district that chooses to use the model system. . The state will work closely with districts during the pilot and rollout period of implementation to ensure that the resulting state model system is workable in the field and adaptable for use under multiple circumstances. Any district that chooses to develop its own system may do so, provided that mandatory elements required for educator evaluation systems are included and state technical guidelines are met. Lessons learned from implementation of both the state model system and unique district systems will be integrated and used to improve all systems at the close of the 2011-15 pilot and rollout period.

This balance allows the state to fully support districts that do not have the resources or inclination to build an educator evaluation system on their own, but also allows those districts who have already embarked on substantial evaluation reform to continue on that path and also to serve as resources for the state and other districts.

The state's role in supporting the development and implementation of both the state model system and local evaluation systems is absolutely essential to realizing the goals of S.B. 10-191 and cannot be understated. In a time of budget cuts in local districts, the state must provide direction, guidance, and meaningful resources to districts as they put in place the structures for continuous professional learning and evaluation. Simultaneously, the state must be responsive to the needs of local districts and to lessons learned during the four-year pilot and rollout period.

The Council discussed at length the issue of whether the state model system should serve as a "default" system for districts to use, or whether it should be viewed simply as one resource among many. **Council members agreed that the goal of the design and implementation of the state model system must be to create a system that is extremely high-quality. At the close of the implementation period, the Council will make a recommendation as to whether or not the quality of the state model system supports an expectation that it will be the default evaluation system for districts in Colorado.**

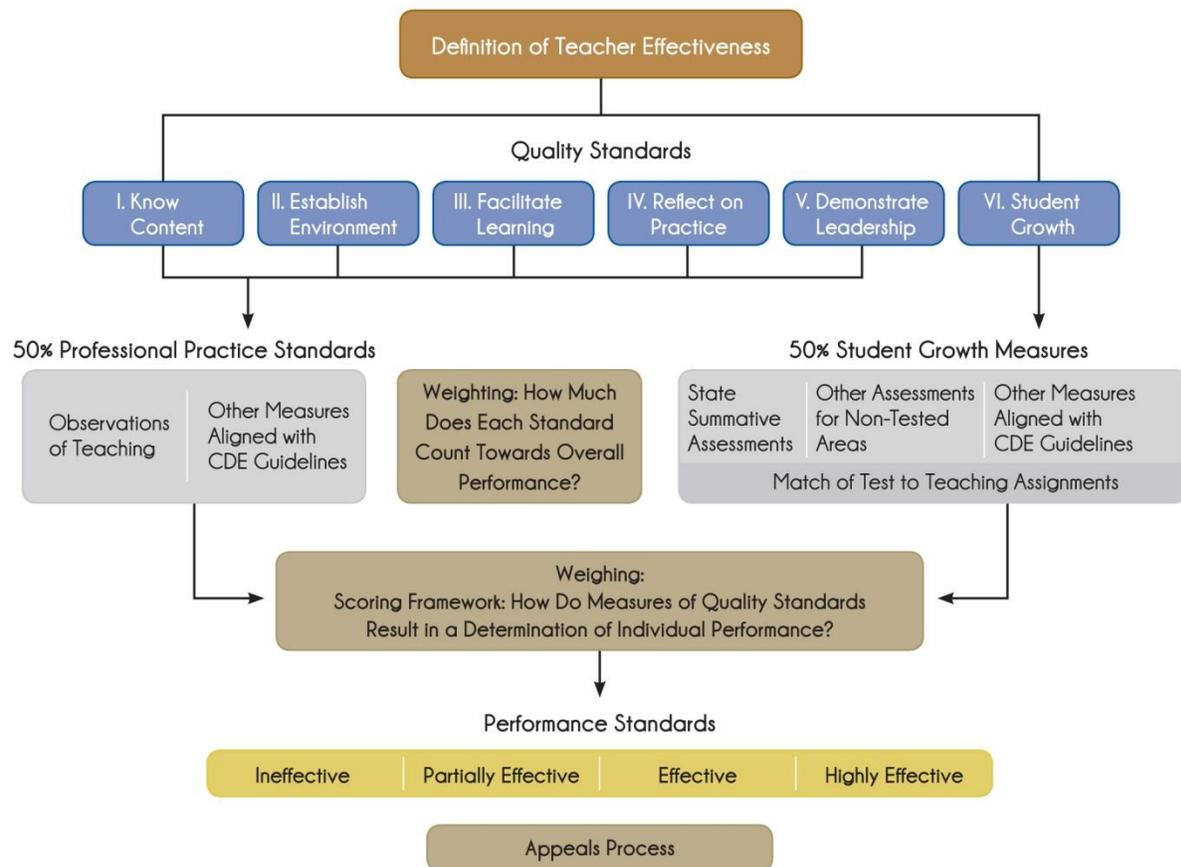
A more detailed discussion of this area can be found in the Section IX of the full report.

### **Summary of Recommendations for Teacher Evaluation**

The new teacher evaluation system is intended to provide support, incentives, and rewards for teachers as they engage in the challenging work of enabling and empowering students to learn. The new teacher effectiveness definition and Colorado Teacher Quality Standards provide clear guidance about state priorities for effective teaching. The use of multiple measures for teacher performance and guidelines for ensuring that these measures are of high quality will provide a more accurate and nuanced picture of the teacher's professional practice and impact on student growth. The emphasis on student academic growth required by S.B. 10-191 is a central part of the Council's recommendations, along with a recognition of the multiple ways in which this growth may be observed and measured. Finally, the use of four performance standards to rate teacher performance allows more precision about professional expectations, identifies those teachers in need of improvement, and recognizes performance that is of exceptional quality. It

is the Council’s hope and expectation that the language of continuous professional improvement embedded in the new teacher evaluation system will become an expectation at every school in Colorado.

## STATE COUNCIL FOR EDUCATOR EFFECTIVENESS Framework for System to Evaluate Teachers



The Council recommends that all districts and boards of cooperative education services employing teachers adopt a teacher evaluation system that includes the components of the Colorado Framework for Teacher Evaluation Systems shown above. Teacher evaluation systems in Colorado must include:

1. The **definition of teacher effectiveness** as follows:

Effective teachers in the state of Colorado have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as

well as skills needed for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually-supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

2. The six **Colorado Teacher Quality Standards** and related Elements:

**Standard I: Teachers demonstrate knowledge of the content they teach.**

- a. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's scope and sequence; and is aligned with the individual needs of their students.
- b. Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty.
- c. Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.
- d. Teachers make instruction and content relevant to students.

**Standard II: Teachers establish a respectful environment for a diverse population of students.**

- a. Teachers are consistent in fostering a learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
- b. Teachers demonstrate a commitment to and respect for diversity in the school community and in the world.
- c. Teachers value students as individuals.
- d. Teachers adapt their teaching for the benefit of all students, including those with special needs across a range of ability levels.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

**Standard III: Teachers facilitate learning for their students.**

- a. Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students.

- b. Teachers plan learning experiences appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources to guide short- and long-term planning.
- c. Teachers use a variety of instructional methods to meet the academic needs of their students.
- d. Teachers thoughtfully integrate and utilize technology into their instruction to maximize student learning.
- e. Teachers plan instruction that helps students develop critical thinking and problem solving skills.
- f. Teachers provide students with opportunities to work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

**Standard IV: Teachers reflect on their practice.**

- a. Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

**Standard V: Teachers demonstrate leadership.**

- a. Teachers demonstrate leadership in their schools.
- b. Teachers lead the teaching profession.
- c. Teachers advocate for schools and students, partnering with students and families as appropriate.
- d. Teachers demonstrate high ethical standards.

**Standard VI: Teachers take responsibility for student growth.**

- a. Teachers pursue high levels of student growth in academic achievement.
- b. Teachers pursue high levels of student growth in the skills necessary for postsecondary life, including democratic and civic participation.
- c. Teachers use evidence to evaluate their practice and continually improve attainment of student growth.

3. The **measurement framework** emphasizing the use of high-quality measures that result in a body of evidence concerning a teacher’s performance, and includes:

**Measures of professional practice** (Standards I-V) selected by the district that meet state technical guidelines, including formal observations plus at least one other measure

**Multiple measures of student academic growth** (Standard VI) that are appropriate for the teacher’s teaching assignment, that represent the best available assessments for that assignment, that also include growth scores shared among groups of teachers, and that meet state technical guidelines

Procedures for prioritizing or **weighting** measures of performance that ensure that measures of student growth represent at least 50 percent of total performance and are prioritized by technical quality, and that measures of professional practice are prioritized by local objectives

**Procedures for conducting evaluations** that may be determined on a local level, provided that they ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided, and teachers receive a formal evaluation and performance standard designation by the end of each academic year

4. The state **scoring framework** that assigns teachers to performance standards based on their measured performance
5. Four **performance standards**: Highly Effective, Effective, Partially Effective, and Ineffective
6. An **appeals process** that permits nonprobationary teachers to appeal a second consecutive performance evaluation that falls below Effective

To assist districts in this work, the state will develop, pilot, and finalize a state model teacher evaluation system that contains all of the components of the framework, together with associated measurement and analysis tools, and has variations that will allow it to be adaptable for use in multiple district contexts. The Council has developed an initial scoring framework for the state model system, which will be adjusted as appropriate during the pilot and rollout period.

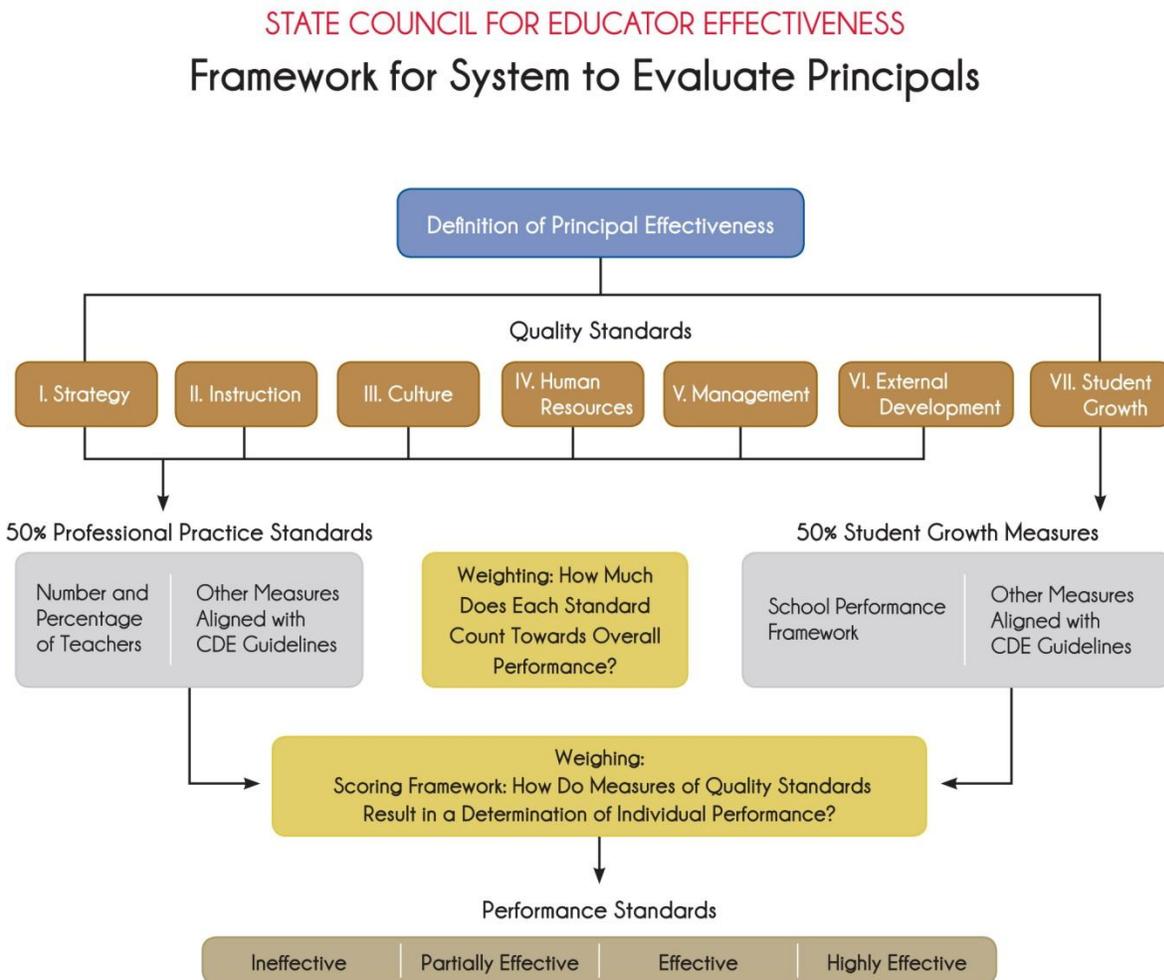
A more detailed discussion of the Council’s recommendations in this area may be found in Sections V and IX of the full report.

### **Summary of Recommendations for Principal Evaluation**

Principals in Colorado will be evaluated on student growth, and will also be evaluated on their demonstrated leadership abilities, including their ability to effectively support the teachers in

their schools. The use of Professional Performance Plans will guide their professional planning, goal-setting, professional development, and evaluation criteria.

The Council recommends that all districts adopt a principal evaluation system that includes the following components of the Colorado Framework for Principal Evaluation Systems, as depicted below:



1. The state **definition of principal effectiveness:**

Effective principals in the state of Colorado are responsible for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the school’s primary instructional leader, effective principals enable critical discourse and data-driven reflection about curriculum, assessment, instruction, and student progress, and create structures to facilitate improvement. Effective principals are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective principals lead and manage their schools in a manner that supports the

school's ability to promote equity and to continually improve its positive impact on students and families.

2. The seven **Colorado Principal Quality Standards** and related Elements

**Standard I: Principals demonstrate strategic leadership**

- a. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.
- b. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.
- c. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.
- d. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school. Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of the school.

**Standard II: Principals demonstrate instructional leadership**

- a. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches.
- b. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time.
- c. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.
- d. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.

### **Standard III: Principals demonstrate school cultural and equity leadership**

- a. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school's culture, and involve students, families, and staff in creating a climate that supports it.
- b. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.
- c. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.
- d. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.

### **Standard IV: Principals demonstrate human resource leadership**

- a. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans.
- b. Recruiting, Hiring, Placing, Mentoring, and Recommendations for Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.
- c. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.

### **Standard V: Principals demonstrate managerial leadership**

- a. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.

- b. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.
- c. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.
- d. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff.
- e. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

**Standard VI: Principals demonstrate external development leadership**

- a. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school.
- b. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system.
- c. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.

**Standard VII: Principals demonstrate leadership around student growth**

- a. Student Academic Achievement and Growth: Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation.
- b. Student Growth and Development: Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in post secondary education, work, and life, including democratic and civic participation.
- c. Use of Data: Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.

3. The **measurement framework** that provides a body of evidence concerning principal performance, including:

**Measures of leadership practice** (Standards I-VI) that include teacher and staff perceptions and the distribution of effectiveness ratings of teachers in the school, and that may include multiple other measures

**Multiple measures of student academic growth and achievement** (Standard VII) that include measures contained in the School Performance Framework and at least one other measure, and that are consistent with student growth measures used to evaluate teachers in the school

Procedures for **weighting** measures of performance that ensure that measures of student growth and achievement represent at least 50 percent of total performance measures

**Procedures for conducting evaluations** that ensure that data is regularly collected, associated feedback and improvement opportunities are regularly provided, and principals receive a formal evaluation and performance standard designation by the end of each academic year

4. The **state scoring framework** that assigns principals to performance standards based on their measured effectiveness
5. Four **performance standards**: Highly Effective, Effective, Partially Effective, and Ineffective
6. Like the teacher evaluation system, the state will develop, pilot, and finalize a State Model Principal Evaluation System for use by districts.

A more detailed discussion of the Council's recommendations in this area may be found in Sections VI and IX of the full report.

### **Limited Scope of Recommendations for Performance Evaluations for Other Licensed Personnel**

The Council recommendations in this report apply to school principals and classroom teachers. In order to foster an aligned system, the Council believes that additional data should be gathered during the pilot and implementation period and used to inform recommendations about the need to modify evaluations for other licensed personnel, such as school nurses, social workers, and speech/language therapists. (See Section VII of the full report for a list of other licensed personnel categories.) Their contributions to student outcomes are critical to the effectiveness of school principals and classroom teachers. However, the nature of their work may mean that modifications to the Framework for Teacher Evaluation Systems are appropriate in order to evaluate their performance in a fair, reliable, and credible manner.

## Summary of Recommendations for Parent/Guardian and Student Engagement

S.B. 10-191 requires the Council’s report to consider how best parents can be involved as partners with teachers and administrators. In addition, the Council determined that recommendations about student engagement were also appropriate.

The Council recommends that districts create systems and processes that proactively encourage and support ongoing communication between schools and parents/guardians, continue the involvement of parents/guardians in school and district accountability committees and in local licensed personnel performance evaluation committees, and actively partner with parents/guardians and the community in assuring the successful implementation of S.B. 10-191. The Council also recommends that districts provide data-driven training for school personnel focusing on family and community involvement.

Students must be encouraged and supported in taking active responsibility for their own learning, including helping to shape their own educational experience. To that end, the Council recommends that districts include student perceptions as part of the multiple measures of teacher and principal performance anticipated by S.B. 10-191.

A more detailed discussion of the Council’s recommendations in this area may be found in Section VIII of the full report.

## Summary of Recommendations concerning the 2011-2015 Pilot and Rollout Period

The new teacher and principal evaluation systems will be piloted and implemented in phases over a four-year period, with development and beta-testing activities beginning in 2011 and full statewide implementation in place by May 2015. Key activities during this time will include:

- Development of the **state model system** and related tools
- Development of an **online resource bank** to provide resources for districts in developing and implementing new evaluation systems and processes

“We can learn a lot from districts that pilot the evaluation system. It’s arrogant to think that your best thinking is going to work perfectly ... it would be discouraging if the feedback from the piloting districts is not used to refine what we do.”

*Sandra Smyser, Council Member and Superintendent, Eagle County Schools*

- Development of **new measures of student growth**, including new and expanded state summative assessments and a pilot project to evaluate the best uses of student growth objectives
- **Pilot projects** for the state model system in a variety of district contexts to provide data on how the system should be improved and adapted for different district sizes and locations
- Development and pilot testing of a new **evaluation system for other licensed personnel**
- **Training and professional development** for educators and evaluators
- **Sharing of lessons learned**
- Development of **additional recommendations** to the State Board of Education in areas that require further data to be collected and analyzed during the pilot and rollout period



A more detailed discussion of the Council’s recommendations in this area may be found in Section IX of the full report.

### Continuing Role of the Council

This report anticipates the Council's development of future recommendations based on key information learned in the pilot and rollout period. In addition, the Council has developed significant collective expertise during its year of studying educator performance evaluation. The Council plans to continue its work in two respects. First, it will serve in an advisory capacity to CDE on matters of technical quality, including the development of new measures of student growth and the analysis of data obtained during the pilot and rollout period. Second, it

will make recommendations in areas that do not currently have enough data to support recommendations, or that are contemplated by S.B. 10-191 to occur at a later date. These include the development of a scoring framework for principals, recommendations on the use of student growth objectives, and the development of an appeals process for nonprobationary teachers who have received two consecutive ratings of Ineffective.

A more detailed discussion of this issue may be found in Section X of the full report.

### **Summary of Cost Study Findings**

SB 191 required the Council to commission a cost study for the purpose of identifying additional costs to districts that are anticipated to occur as a result of the new evaluation system. The Council recognizes that these costs will be a burden to districts at a time when districts are already under severe financial pressure. To alleviate the impact on districts, the state must provide the maximum possible assistance to districts as recommended in this report, in a timely and high-quality way. Districts, in turn, may need to explore reallocation of existing resources and obtaining funding from private and public sources. The Council does not wish to understate the challenge of this initial investment, but also believes strongly that the investment represents the best path to the results that are important to all of us: improved educator effectiveness and improved student outcomes.

The cost study estimates that districts will incur one-time start-up costs of \$53 per student. For ongoing annual costs, estimates of additional costs per teacher/principal varied depending on the specific rating category:

<b>Rating Category</b>	<b>Per Teacher</b>	<b>Per Principal</b>
Novice	\$343 (increased training and data analysis costs)	\$225 (increased training costs)
Effective	\$531 (increased data analysis and evaluation frequency costs)	\$406 (increased evaluation frequency costs)
Ineffective	\$3,873 (increased supervision and remediation costs due to increased numbers identified as Ineffective)	No estimate

The estimates were based on conditions that existed at a particular point in time, and are subject to change. Average state salaries were used to calculate costs, which may be above or below actual district salaries. No estimate was provided for the support of principals rated Ineffective or Partially Effective, because districts have different options ranging from support to termination for these principals. The Council believes that the requirement of professional performance plans for principals may well incur additional costs for districts, depending upon current district practice. In addition, the study did not cost out estimates for teachers rated as Partially Effective, because the Council had not yet finalized its recommendation in this area at the time of the study. This is likely to have additional costs for districts, as teachers rated Partially Effective are considered to be in need of support.

In many ways, the Council recommendations contemplate transformational changes to how performance evaluations are conducted. The cost study was informed primarily by experience with existing systems and as a result, does not estimate the effect that doing things differently would have on the cost to districts to implement new evaluation systems.

In order to minimize district costs and to fulfill the assumptions underlying the cost study, CDE must allocate sufficient staff, time, and resources to perform the duties assigned to it in this report. Additional costs at the state level were not addressed by the cost study.

Additional details about this issue may be found in Section XI of the full report.

“The Council recognizes that these costs will be a burden to districts at a time when they are already under severe financial pressure, but members believe strongly that the investment represents both the best path to improved educator effectiveness and improved student outcomes. Students are the ultimate customers of this system. They have to be number one.”

*Matt Smith, Council Chair and Vice-President for Engineering, United Launch Alliance*

## **Summary of Recommended State Policy Changes**

The Council recommends that a thorough review of current statutes, rules and policies that govern the preparation, induction, and licensure of Colorado educators should be completed as quickly as possible. Such review should be completed with the ultimate goal of educator effectiveness in mind, so that every state process that affects educators, from preparation through professional development, is aligned with the definition of effectiveness and intended to increase educator effectiveness. The Council also recommends that CDE and the Department of Higher Education anticipate the replacement of the existing Performance Based Standards for Teachers and the existing Performance Based Standards for Principals with the Colorado Teacher Quality Standards and the Colorado Principal Quality Standards recommended in this report, respectively, and conduct a crosswalk to ensure that all preparation (both IHE-based and alternative), induction, and licensure programs are designed to support teacher and principals to be effective.

With respect to licensure, our system must be committed to attracting outstanding educators from a range of professions, backgrounds, and preparation pathways to teach and lead in our schools. Multiple pathways into the teaching profession can enhance the talent pool of individuals entering the profession. All educator preparation pathways should be held to rigorous standards based on the effectiveness of educators that complete their programs, as determined by the Teacher and Principal Quality Standards.

The recommendations below represent the priority changes to policy that need to be made in order for educator effectiveness policies to be coherent and aligned across the education

system. In particular, Council members are in agreement that immediate action needs to be taken to ensure that educator confidentiality is protected, so that educators can freely take part in the new system’s piloting and rollout period.

- Develop and adopt statutory provisions to provide appropriate protections regarding the use and reporting of educator evaluation data.
- Revamp the state’s educator licensure system to help ensure, support, and drive increased educator effectiveness.
- Revise and strengthen the state’s educator preparation program approval process to increase the effectiveness of new educators.
- Strengthen the requirements for review and approval of induction programs.
- Increase the impact of professional development funded by state and federal sources.
- Provide staffing and identify stable funding sources for the School Leadership Academy.
- Integrate educator effectiveness into the statewide system of accountability and support.
- Align opportunities for recognition of educator excellence with effectiveness definitions and educator quality standards.
- Survey districts and monitor early implementation to identify needed resources to support implementation of the state’s educator evaluation system.
- Require CDE to conduct an annual inventory of additional policies needed to support increased educator effectiveness and to identify existing policy barriers to increased educator effectiveness, and report findings to the State Board of Education

“When teachers and principals know what is expected of them and they are given tools to meet those expectations, you’ll see a positive change in student success.”

*Jo Ann Baxter, Council Member and President, Moffat County School Board*

In addition, the Council will use data gathered during the pilot and rollout period to make recommendations concerning existing state policies and programs that support districts’ use of evaluation data for making decisions in such areas as compensation, promotion, retention, removal, and professional development.

A more detailed discussion of the Council’s recommendations in this area may be found in Section XII of the full report.

## Summary of Public Feedback

In addition to reviewing the work of national and state experts on performance evaluation, the Council also actively sought input from the broader public. Throughout the Council's process, members of the public were invited to give feedback to the Council at its meetings, and 35 individuals and organizations did so. In addition, CDE and the Colorado Legacy Foundation conducted more than 25 meetings across the state to discuss the Council's recommendations. The more than 500 participants were asked about their "best hopes" and "worst fears" for the new evaluation system, and asked to provide advice and recommendations moving forward. Finally, the Council posted an online survey that asked for input and advice on the proposed system. This survey was completed by more than 1,750 persons.

The most common hopes for the new system are that it will bring about improved student achievement, foster collaboration, create a common understanding of "effective" performance, and provide regular and meaningful feedback to educators through fair processes. The biggest fears people

expressed were that districts and schools would not have the funds or the time to properly implement a new, comprehensive evaluation system, and that the new system might limit the creativity of educators and districts and result in mediocrity.

Many of the online respondents appeared to be teachers, and expressed strong fears that teachers would be evaluated solely on the basis of one annual student assessment. Participants suggested that this could result in fewer teachers being willing to teach in challenging classrooms or schools, or result in teaching to the test or decreased collaboration. The Council's recommendations (and the language of SB 10-191) specifically require multiple measures of student growth, and so these perceptions appear to be based on faulty information. However, perceptions affect reality, and it will be critically important to engage in ongoing communication with evaluation stakeholders to ensure that they have correct information about the system, so that the pilot and rollout period can get underway with all involved working from the same information and assumptions.

"[My best hopes are a definition of] effectiveness recognizing best practices for meeting needs of individual students, not just looking at grade norms; encouraging the use of other reliable and valid testing measures when appropriate, a system that has problem-solving flexibility for admin and teachers and can empower teachers and parents (and students) for identifying and meeting individual student needs and leading to genuine EARLY collaboration for student success (especially those who don't fit the norms and easily fall through the cracks otherwise) -- students "win"! That is effective teaching!"

*Participant in public input meeting*

Resources identified as important to successful implementation included money, training and professional development, and time for collaboration, input, and questions. Respondents also asked that the system consider including accountability for students and ways to support students who are experiencing difficulties outside of school. A summary of the public feedback is included as Appendix 9.

**“No matter how dramatic the end result, the good-to-great transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no single lucky break, no miracle moment. Rather, the process resembled relentlessly pushing a giant heavy flywheel in one direction, turn upon turn, building momentum, until a point of breakthrough, and beyond.”**

**Jim Collins, Good to Great**

*An electronic copy of this Executive Summary, as well as the full report of the State Council for Educator Effectiveness, including appendices, is available at [www.cde.state.co.us/EducatorEffectiveness](http://www.cde.state.co.us/EducatorEffectiveness). Select “Councils, Boards & Partners”*



## State Council for Educator Effectiveness

[www.cde.state.co.us/EducatorEffectiveness](http://www.cde.state.co.us/EducatorEffectiveness)  
Select "*Councils, Boards & Partners*"

# Overview of the New Massachusetts Educator Evaluation Framework

October 2011

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

02.06.12 State Board of Education Work Session  
&  
02.07.12 State Board of Education

2.2.1-208  
&  
7.2-208



# Effective teachers and leaders matter

- No other school-based factor has as great an influence on student achievement as an effective teacher.
- Effective leaders create the conditions that enable powerful teaching and learning to occur.

Therefore,

- Ensuring that every child is taught by effective teachers and attends a school that is led by an effective leader is key to addressing the achievement gap.

**Attracting, developing, and retaining an effective, academically capable, diverse, and culturally proficient educator workforce is essential.**



# Educators matter; but too often evaluation of educators doesn't matter enough

Too often principals and teachers experience evaluations as:

- **Passive:** done to them rather than with them
- **Superficial:** based on very little evidence or conversation
- **Ritualistic:** emphasis on compliance and “dog and pony” shows
- **Missing the mark:** not adequately focused on student learning



# ESE is working with stakeholders to build a better evaluation system for all educators: teachers, principals and superintendents\*

Race to the Top (RTTT) application commits the state to develop and implement a new educator evaluation system in which student growth is a significant factor (May 2010)



Task Force recommends a "Breakthrough Framework" (March 2011)



Board adopts new educator evaluator regulations consistent with the Task Force recommendations, but with a more explicit focus on student learning (June 2011)



Districts will implement the new evaluation system:

- Level 4 schools and early adopters – Fall 2011
- All RTTT districts – Fall 2012
- All other districts – Fall 2013



All districts begin to implement district-determined measures in order to assign ratings of educator's impact on student learning gains (Fall 2013)

\* Regulations apply to all educators serving in a position that requires a license



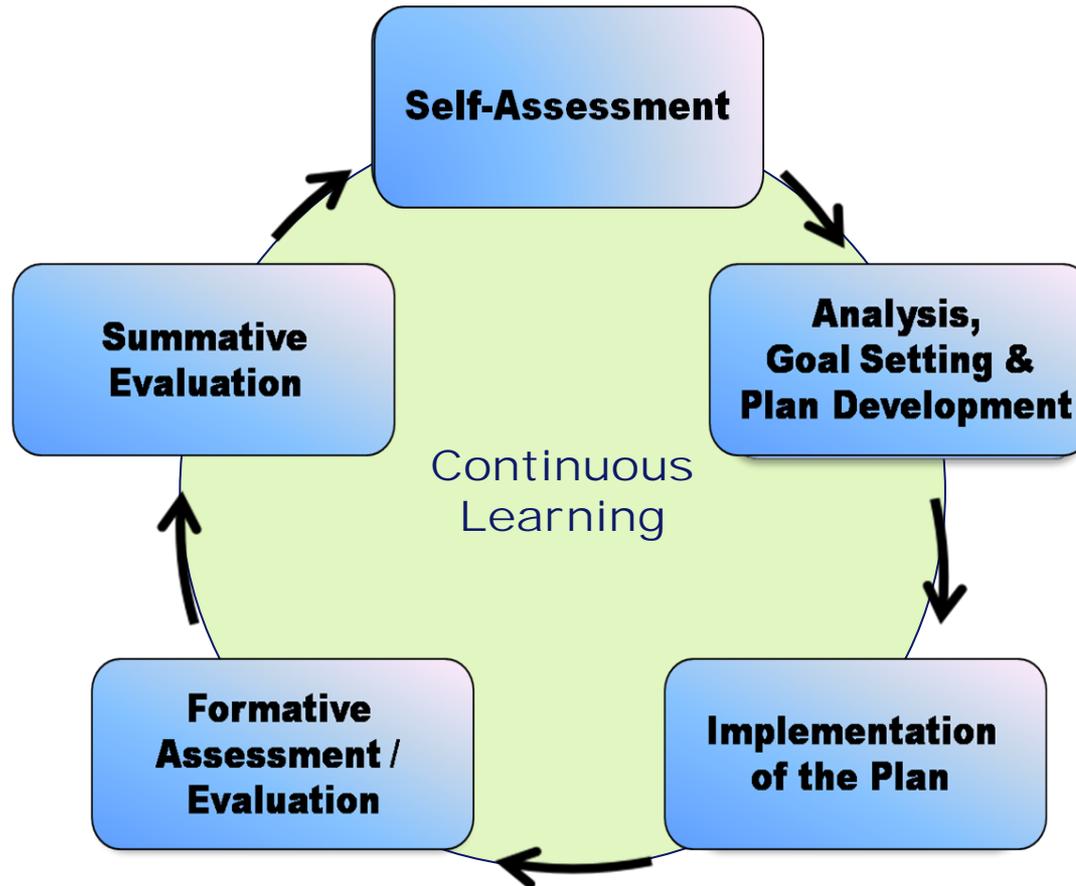
# Priorities of the new evaluation framework

- ***Place Student Learning at the Center*** – Student learning is central to the evaluation and development of educators
- ***Promote Growth and Development*** – Provide all educators with feedback and opportunities that support continuous growth and improvement through collaboration
- ***Recognize Excellence*** – Encourage districts to recognize and reward excellence in teaching and leadership
- ***Set a High Bar for Tenure*** – Entrants to the teaching force must demonstrate proficient performance on all standards within three years to earn Professional Teacher Status
- ***Shorten Timelines for Improvement*** – Educators who are not rated proficient face accelerated timelines for improvement

**We want to ensure that each student in the Commonwealth is taught by an effective educator, in schools and districts led by effective leaders.**



# Every educator is an active participant in an evaluation process that supports collaboration and continuous learning



# All evaluations are based on a 5-step cycle

## 1. *Self-Assessment*

Alone and in teams educators reflect on and assess their professional practice, analyze the learning, growth, and achievement of their students, and prepare to propose goals for their Educator Plan.

## 2. *Analysis, Goal Setting, and Plan Development*

Educators meet with their evaluators to review self-assessments, jointly analyze students' learning, and develop team and/or individual goals and a plan that encompass both practice and student learning.

## 3. *Implementation of the Plan*

Educators implement the action steps outlined in their plan and engage in professional development and support needed to be successful. Educator and evaluator collect evidence regarding practice and student learning to inform progress.

## 4. *Formative Assessment/Evaluation*

Evaluator and educator review educator's progress toward goals and/or performance against standards. Evaluator issues formative performance ratings.

## 5. *Summative Evaluation*

Evaluator assesses the educator's performance against the standards, attainment of student learning goals, and attainment of professional practice goals. Evaluator determines overall summative rating using the 4-point rating scale and student learning impact rating using the 3-point scale.

**Educators have a greater opportunity to shape their professional growth and development.**



# Placing student learning at the center

- Educators and evaluators set student learning goals
- Evaluators draw upon multiple measures of student learning as a source of evidence for summative performance ratings
- Educators receive a rating of high, moderate, or low for their impact on student learning gains based on trends and patterns:
  - State-wide growth measure(s) where available, including the MCAS Student Growth Percentile and the MEPA gain scores
  - District-determined measure(s) of student learning comparable across grade and/or subject
- Districts will determine the appropriate student learning measures for educators whose primary role is not as a classroom teacher

**The Framework focuses attention on student learning gains using multiple measures of student learning, growth and achievement.**



# The framework establishes four standards of practice, with supporting rubrics defining four levels of effectiveness

Principals & Administrators	Teachers
<p>Instructional Leadership*</p> <p>Management and Operations</p> <p>Family &amp; Community Partnerships</p> <p>Professional Culture</p>	<p>Curriculum, Planning &amp; Assessment*</p> <p>Teaching All Students*</p> <p>Family &amp; Community Engagement</p> <p>Professional Culture</p>

\* denotes standard on which educator must earn proficient rating to earn overall proficient or exemplary rating; earning professional teaching status without proficient ratings on all four standards requires superintendent review



# Educators are rated on each standard based on evidence from the following sources:

- Judgments based on the evaluator's observations (at least one unannounced) and review of artifacts of professional practice
- Multiple measures of student learning, growth, and achievement\*
  - Classroom assessments aligned with the MA Curriculum Frameworks comparable within grades or subjects in school
  - Student progress on learning goals set between the educator and evaluator
  - State-wide growth measure(s) where available including MCAS Student Growth Percentile and MEPA gains
  - District-determined measures comparable across grade or subject district-wide
- Collection of additional evidence that informs performance on the standards, including feedback from students and staff, and, possibly, parents

\* District sets appropriate measures for non-classroom teachers



# Educators earn two separate ratings

<b>Summative Rating</b>	<b>Exemplary</b>	1-YEAR SELF-DIRECTED GROWTH PLAN	2-YEAR SELF-DIRECTED GROWTH PLAN		
	<b>Proficient</b>				
	<b>Needs Improvement</b>	DIRECTED GROWTH PLAN			
	<b>Unsatisfactory</b>	IMPROVEMENT PLAN			
		<b>Low</b>	<b>Moderate</b>	<b>High</b>	
		<b>Rating of Impact on Student Learning</b> (multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)			

Districts are required to determine how to recognize and reward educators whose summative rating is exemplary and rating of impact on student learning is high or moderate

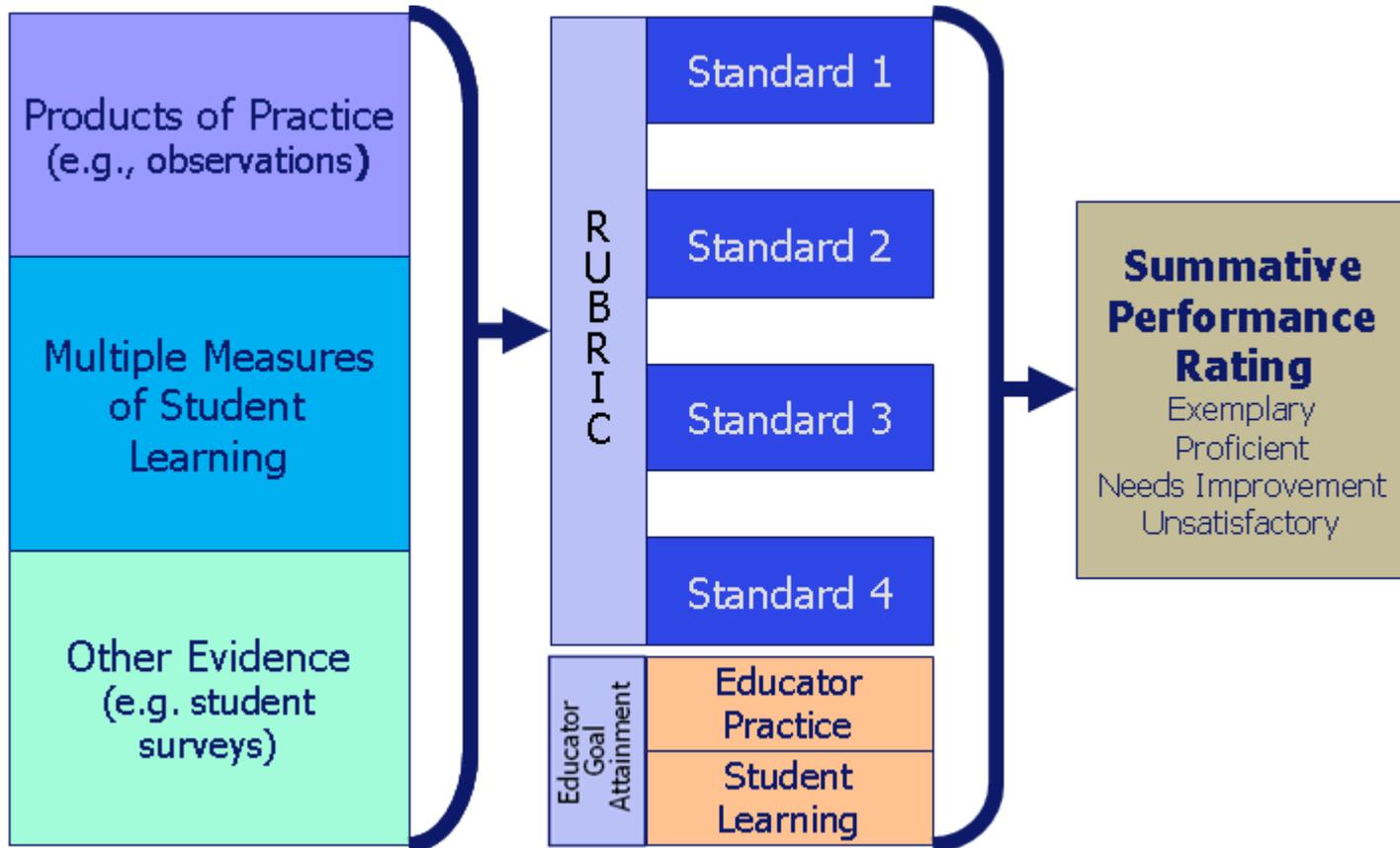


# Combination of summative rating and impact on student learning determines the type and duration of Educator Plan

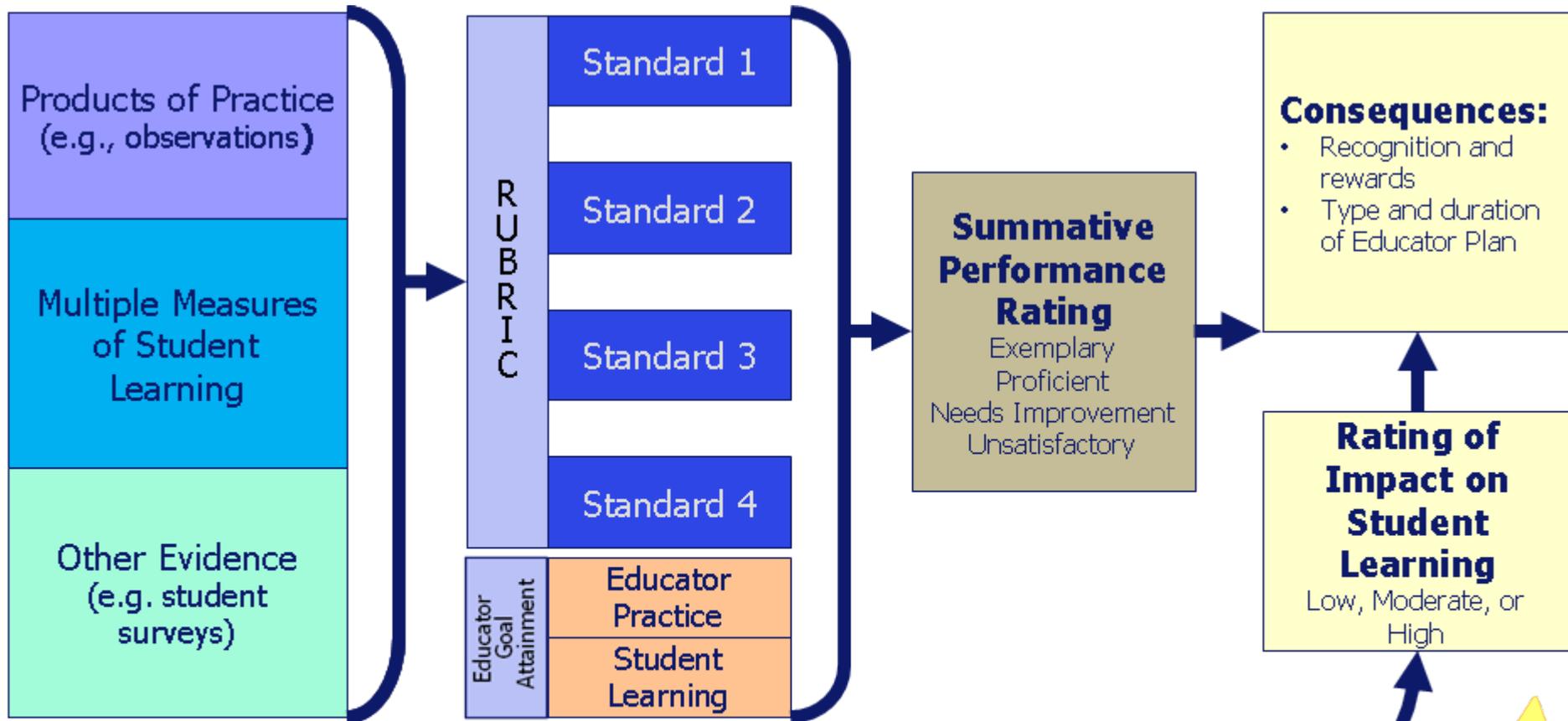
- **Developing Educator Plan:** One school year or less, developed by the educator and evaluator for:
  - Administrators in the first three years in a district
  - Teachers without Professional Teacher status
  - Educators in a new assignment (at the discretion of the evaluator)
- **Self-Directed Growth Plan:** Developed by the educator for:
  - Experienced educators rated proficient or exemplary with moderate or high rating for impact on student learning (two-year plan)
  - Experienced educators rated proficient or exemplary with low rating for impact on student learning, with goals focused on the inconsistency and supervisor review (one-year plan)
- **Directed Growth Plan:** One school year or less developed by the educator and the evaluator for:
  - Educators who are in need of improvement
- **Improvement Plan:** At least 30 calendar days and no more than one school year, developed by the evaluator for:
  - Educators who are rated unsatisfactory, with goals specific to improving the educator's unsatisfactory performance



# Multiple sources of evidence inform the summative performance rating



# Later, educators will also be rated on student learning gains



## Trends and Patterns in at Least Two Measures of Student Learning Gains

MCAS growth and MEPA gains where available; measures must be comparable across schools, grades and subject matter district-wide



# The Framework balances the need for consistency with respect for local decision-making

- Districts have the flexibility to:
  - Adopt the Commonwealth Model System (available January 2011)
  - Adapt the Commonwealth Model System to meet local conditions
  - Modify their own evaluation systems consistent with the principles of the Framework
- Districts determine non-state measures used to rate educator impact on student learning, which may include student portfolios, capstone projects, and performances
- Framework does not supersede collective bargaining; local agreements must be consistent with the principles articulated in the regulations (ESE is developing model contract language)
- ESE will collect and analyze evaluation data from districts to inform consistent, effective implementation across the Commonwealth



# The system encourages collaboration and values professional judgment

- Educators are encouraged to develop team goals
- Peer assistance and review are permitted, subject to collective bargaining
- Summative ratings are based on the evaluator's judgment of an educator's performance against standards and attainment of the goals identified in the educator's plan; standards for administrators hold evaluators responsible for effective supervision and evaluation
- ESE is working closely with stakeholders to support effective implementation and is committed to ongoing collaboration with districts and the Commonwealth's educators

**This is challenging work, but work well worth doing.**



# Implementation timeline

- January 2012 – ESE issues Model System forms, templates, and guidance; RTTT districts begin collective bargaining at the local level
- June 2012 – ESE provides guidance on district-determined measures of student learning, growth, and achievement
- Summer 2012 – RTTT districts submit their proposed educator evaluation systems to ESE for review, including collective bargaining agreements
- September 2012 – RTTT districts implement educator evaluation and begin to identify district-determined measures of student learning
- By January 2013 – All remaining districts begin collective bargaining
- May 2013 – ESE issues direction on gathering student and staff feedback; ESE reports to the Board on feasibility of parent feedback
- By August 2013 – All districts submit plans for district-determined measures of student learning to ESE
- September 2013 – All districts implement educator evaluation



# How do I learn more?

Visit the ESE educator evaluation website:

[www.doe.mass.edu/eval](http://www.doe.mass.edu/eval)

Contact ESE with questions and suggestions:

[EducatorEvaluation@doe.mass.edu](mailto:EducatorEvaluation@doe.mass.edu)



## Regulations on Evaluation of Educators: An Overview

<http://www.doe.mass.edu/lawsregs/603cmr35.html>

On June 28, 2011, the Board of Elementary and Secondary Education adopted new regulations for the evaluation of Massachusetts educators. The regulations are designed to:

- Promote growth and development of leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

The Department of Elementary and Secondary Education (ESE) is committed to supporting effective implementation, and is using federal *Race to the Top* grant funds to do so. ESE is developing a model system for evaluating administrators and teachers that districts can choose to adopt or adapt. The Department is working with early adopter districts and others to develop the model system, along with training materials, resources, and networks designed to support districts in implementing the new regulations. Similarly, ESE is developing guidelines and resources for identifying and using multiple measures of student performance. Districts participating in *Race to the Top* will have additional resources to help support implementation.

### ➤ Implementation Timeline

For 2011-12: All 34 Level 4 schools and identified “early adopter” districts

For 2012-13: All *Race to the Top* districts

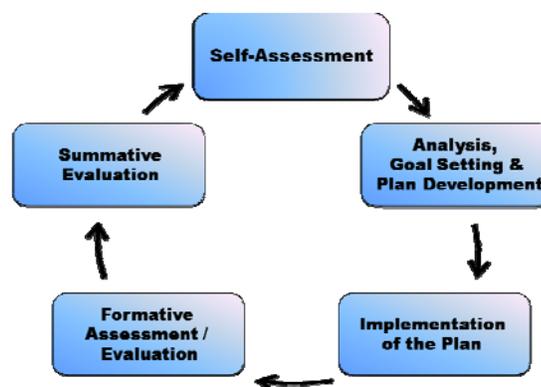
For 2013-14: All other districts

Districts may phase in implementation over 2 years; in Year 1, at least half of district educators must be evaluated.

In addition, by September 2013, all districts are required to adopt “District-determined Measures” that permit comparison of student learning, growth, and achievement for each grade and subject, district-wide, following ESE guidance to be developed and published by July 2012.

**The regulations include a set of principles that form the parameters for local collective bargaining:**

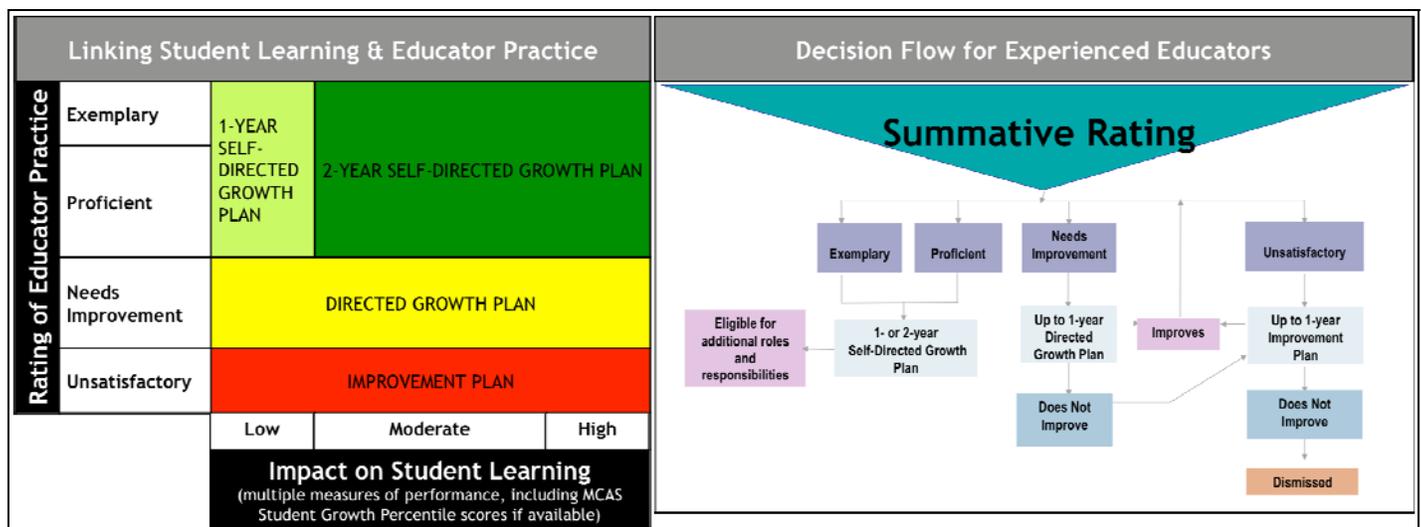
- **A 5-step Evaluation Cycle** starting with educator self-assessment and goal setting:



- For administrators and teachers, **statewide standards** with “core” indicators described in rubrics:

Principals & Other Administrators	Teachers
Instructional Leadership Management and Operations Family & Community Partnerships Professional Culture	Curriculum, Planning, & Assessment Teaching All Students Family & Community Engagement Professional Culture

- A statewide rating scale for all educators that identifies four levels of performance: *Exemplary, Proficient, Needs Improvement, Unsatisfactory*
- Categories of required evidence to be used in determining performance ratings:
  - Multiple measures of student learning, growth, and achievement (including classroom-based and, potentially, group or team-based measures).
  - Products of practice, including unannounced observations.
  - Additional evidence relevant to the Performance Standards, including:
    - Educator’s collection of evidence regarding such aspects of practice as contributions to professional growth and culture, as well as family engagement efforts, and,
    - By 2013, feedback from students, staff (for administrators only), and, potentially, from parents.
- A separate rating of teacher and administrator impact on student learning at three levels (high, moderate, low), using a combination of MEPA and MCAS Growth Percentile scores, where available, and the “District-determined Measures.”
- Different paths and plans for growth and improvement depending on educator career stage and performance as determined by overall rating of practice and educator impact on student learning based on multiple measures.



To offer suggestions, pose questions, or receive updates on ESE’s implementation efforts, email [EducatorEvaluation@doe.mass.edu](mailto:EducatorEvaluation@doe.mass.edu)

# **A MODEL FRAMEWORK FOR DESIGNING A LOCAL STAFF EVALUATION SYSTEM BASED ON THE IOWA TEACHING STANDARDS AND CRITERIA**

This model framework for designing a local staff evaluation system is intended to depict an example of how a local system could be aligned to support the established criteria for the Iowa Teaching Standards. This model is only an example and a guide to further conversation – it is not mandatory. Local districts will determine what policies, procedures and process to establish in efforts to support Iowa Teaching Standards and Criteria. This model can serve as a guide to that work.

It is the purpose of this document to provide local Iowa school districts with a basic evaluation model that can be used to shape a standards-based teacher evaluation system that will meet all the expectations of the Iowa Teacher Quality Program. New evaluation systems should be built around a range of sources of data and information that will encourage and support the demonstration of teacher mastery of the Iowa Teaching Standards.

Teacher evaluation should provide opportunities for teachers at different developmental stages to be involved in processes and activities appropriate to their experience and expertise. In addition, teacher evaluation should be heavily focused on the formative aspects of evaluation, using staff-directed activities for the purpose of promoting professional development, especially development focused on improving student achievement as determined by district achievement goals.

To accomplish the desired outcomes, it is recommended that local school districts use a basic three-tiered approach to evaluation. Figure I provides a visual of the three-tiered system and an outline of the focus and components of each tier. A full description of each of the three tiers, along with sample forms for use by local districts, follows the visual overview. A brief summary of each of the three tiers is provided below. These brief descriptions include suggestions for resources that may be useful in the development of local teacher evaluation systems.

## **TIER I: BEGINNING TEACHER EVALUATION**

The primary purpose of Tier I is to generate usable and reliable data that will support making a decision to recommend for licensure a beginning teacher (see definition - page 3) and will support the movement of the beginning teacher to the career teacher level. The procedures, processes, and relationships established and supported within Tier I should also help new staff develop professionally and personally, promote an environment that will encourage teachers and administrators to understand the importance and usefulness of evaluation, and support the practice of reflection and continuous professional development. It is important for local districts to coordinate local induction and mentoring programs with the Tier I requirements. This will help prevent overlapping responsibilities and work.

Tier I is designed for all teachers new to the school district. This would automatically include all teachers who are just starting their teaching careers. It is recommended that all newly hired veteran teachers be required to go through the Tier I program for at least the first two years in the district. This required involvement helps veterans learn more quickly and deeply the values and expectations of the district even though there is not a licensure decision made for teachers who already hold an Iowa standard license.

It is important for a beginning teacher to participate in the training and collective study of skills identified in the district career development plan (see definition - page 3). The beginning teacher's level of involvement in the district career development plan would be adjusted to accommodate the demands of participating in induction and mentoring experiences and the work load of a beginning teacher.

Each district must determine what sources of data and what activities will best provide the information and the experiences that will serve the multiple purposes of Tier 1. Reviews of best practice in supervision and evaluation suggest that classroom observation and portfolio development and review appear to provide the most productive and usable information for Tier I purposes. The sample document that follows is designed around these two recommended activities. There are several recent

publications that can be used by local districts in helping identify those sources of information that best fit their expectations and their local capacity. (Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000; Peterson, 2000).

## **TIER II: EVALUATION FOR CAREER TEACHERS**

Since most teachers in a district are neither beginners or in need of assistance, this tier becomes the dominant strand within the local evaluation system. This tier therefore is focused on developing and supporting the professional development of teachers while also providing for the on-going assessment of the career teachers' mastery of the Iowa Teaching Standards. The Individual Teacher Career Development Plan is designed for all career teachers (see definition - page 3) in the district.

The purpose of this tier is to provide a structured, supportive, and collaborative environment to promote professional development that will further the district's comprehensive school improvement plan and enhance student achievement.

Ideally, the Individual Teacher Career Development Plan and the District Career Development Plan will be very closely aligned. Unless the summative and formative components of the teacher evaluation indicate the teacher has additional training needs the individual teacher's plan should address the same skills or practices that are being studied collectively with the other faculty members as part of the District Career Development Plan. The Individual Career Development Plan for the Career Teacher may be isomorphic to the District Career Development Plan.

There are a number of issues that local districts must be prepared to address as the Individual Teacher Career Development Plan / Tier II is developed. These issues include: the relationship between the summative and formative components in Tier II (see Danielson & McGreal, 2000); the focus, the timeframe, and the requirements for developing the Individual Career Plans. Tier II see Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000); the role and responsibilities of the administrator in developing, monitoring, and supporting the required Tier II professional development plans (see Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000); and the appropriate ways to provide the necessary documentation and feedback in Tier II (see Burke, 1997; Danielson & McGreal, 2000). The sample document provided provides an example of how these issues can be addressed within a local evaluation plan.

## **TIER III: INTENSIVE ASSISTANCE PLAN**

The purpose of Tier III is to provide organizational support and assistance to career level teachers who are not meeting the Iowa Teaching Standards. The existence of this plan makes it possible for Tier II to focus on professional development rather than remediation. In designing Tier III, local districts should continue to focus on the spirit of quality assurance, with support, that is expected to characterize the beginning teacher plan and the career professional development plan. This plan demonstrates the district's commitment to quality teaching by providing a supported, structured, serious system of assistance to ensure that every career teacher is meeting the Iowa Teaching Standards. Suggestions and examples regarding the design and implementation of appropriate Tier III procedures and processes can be found in Danielson & McGreal (2000) and Peterson (2000) as well as in the sample document that follows.

## DEFINITIONS

1. The **District Career Development Plan** which is included in the Comprehensive School Improvement Plan (CSIP) focuses on improving student learning and should engage all teachers in collective professional development. Student needs drive the decision making and student learning forms the basis on which professional development is designed, supported, and evaluated. The Iowa Teacher Quality Program legislation states that the local district is responsible to develop and implement a District Career Development Plan that:
  - aligns with the Iowa Teaching Standards
  - delivers professional development that is targeted at instructional improvement and designed with the following components
  - student achievement data and analysis
  - theory
  - classroom demonstration and practice
  - observation and reflection, and
  - peer coaching
  - includes an evaluation component that documents the improvement in instructional practice and the effect on student learning
  - integrates the instructional application of technology
  - focuses on research-based instructional strategies aligned with the school district's student achievement needs and the long-range and annual improvement goals established by the district.supports the career development needs of individual teachers.
2. **Beginning teacher** is an individual serving under an initial license issued by the Iowa Board of Educational Examiners under chapter 272 who is assuming a position as a classroom teacher. A teacher as defined in the Teacher Quality legislation is an individual who is employed as a teacher, librarian, media specialist, or counselor in a nonadministrative position by a school district or an area education agency.
3. **Career teacher** is an individual who is serving under a standard license and has had at least two years of successful teaching in a public school in Iowa or has had three years of successful teaching in a nonpublic Iowa school or in a school outside of the state of Iowa.

## RESOURCES

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**FIGURE 1  
OVERVIEW OF THE STAFF EVALUATION  
AND PROFESSIONAL GROWTH PROGRAM**

<b>IOWA TEACHING STANDARDS</b>		
1. Supporting District Achievement goals 2. Content Knowledge 3. Planning for Instruction 4. Delivery of Instruction	5. Monitoring Student Learning 6. Classroom Management 7. Professional Growth 8. Professional Responsibilities	
<b>Tier I BEGINNING TEACHER</b>	<b>Tier II CAREER TEACHER</b>	<b>Tier III INTENSIVE ASSISTANCE</b>
<b>Who:</b>	<b>Who:</b>	<b>Who:</b>
<ul style="list-style-type: none"> <li>• New beginning teacher</li> <li>• New experienced teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All career teachers who are demonstrating continued competence on the Iowa Teaching Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Career teachers in need of specific professional assistance in identified area(s) of the Iowa Teaching Standards</li> </ul>
<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b>
<ul style="list-style-type: none"> <li>• To insure that the Iowa Teaching Standards are understood, accepted, and demonstrated</li> <li>• To provide support in the implementation of the Iowa Teaching Standards</li> <li>• Accountability for decisions to continue employment</li> <li>• To provide documentation on the Iowa teaching standards and criteria for licensure recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance professional growth</li> <li>• To focus on district school improvement goals</li> <li>• To focus on continuous implementation of the Iowa Standards</li> </ul>	<ul style="list-style-type: none"> <li>• To enable a-career teacher the opportunity to seek assistance in meeting any of the Iowa Standards</li> <li>• To provide a structured process for supporting and directing needed help in any of the Iowa Standards</li> </ul>
<b>Process:</b>	<b>Process:</b>	<b>Process:</b>
<ul style="list-style-type: none"> <li>• Classroom observation and feedback</li> <li>• Portfolio development</li> <li>• Required professional development activities through the district induction program and district career development plan</li> <li>• Regular evaluation reports and feedback through formative and summative evaluations</li> <li>• Comprehensive evaluation to determine licensure recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous review of the implementation of the Iowa Standards and criteria and continued documentation that the career teacher meets the district expectations and the Iowa teaching standards through a performance review at least once every three years.</li> <li>• Collaborative development of individual/team professional growth plans</li> <li>• Reflection and feedback on growth plan progress and impact through at least an annual conversation with the supervisor and the performance</li> </ul>	<ul style="list-style-type: none"> <li>• Phases               <ol style="list-style-type: none"> <li>1. Awareness</li> <li>2. Assistance</li> </ol> </li> <li>• Development and implementation of a professional assistance plan for not longer than twelve months</li> <li>• Regular evaluation reports and feedback</li> </ul>

## IOWA TEACHING STANDARDS AND CRITERIA

### **Standard 1**

**Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.**

#### **Criteria**

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

### **Standard 2**

**Demonstrates competence in content knowledge appropriate to the teaching position.**

#### **Criteria**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

### **Standard 3**

**Demonstrates competence in planning and preparing for instruction.**

#### **Criteria**

The teacher:

- a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

### **Standard 4**

**Uses strategies to deliver instruction that meet the multiple learning needs of students.**

#### **Criteria**

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

## **Standard 5**

**Uses a variety of methods to monitor student learning.**

### **Criteria**

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

## **Standard 6**

**Demonstrates competence in classroom management.**

### **Criteria**

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

## **Standard 7**

**Engages in professional growth.**

### **Criteria**

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

## **Standard 8**

**Fulfills professional responsibilities established by the school district.**

### **Criteria**

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

## TIER I BEGINNING TEACHER EVALUATION

### PURPOSE

The Beginning Teacher Evaluation is designed for all newly hired teachers. All new staff, including those with previous experience will complete the two years of the plan. The purpose of the Beginning Teacher Evaluation is to:

1. Ensure that the Iowa Teaching Standards, criteria for the standards, and the expectations of the local school district are understood, accepted, and demonstrated
2. Provide support in the implementation of the standards.
3. Provide evidence to support continuing employment and movement to the career teacher level.
4. Facilitate the beginning teacher's engagement in professional development through the Mentoring and Induction Plan and the district career development plan.

### REQUIRED ACTIVITIES

- Initial Meeting —Prior to October 1, the building administrator will meet with all beginning teachers to review the Beginning Teacher Plan expectations and evaluation timelines. The expectations must include the Iowa teaching standards and criteria. At this time, the administrator will provide staff with copies of all evaluation guidelines and forms.
- Year One and Two
  1. Formal Observations—Three formal observations will be conducted for each teacher in year one and two. Two formal observations must be conducted prior to February 1. The third observation must be held prior to the required summative evaluation conference (to be completed by March 30). Each of these observations will have a pre-observation and post-observation conference. Additional formal observations may be conducted at the discretion of the administrator. The teacher must complete and be ready to discuss the required pre-observation and post-observation forms with the administrator at these conferences (the forms are presented in the appendix).
  2. One of the formal observations will be of an extended duration. At the elementary level this is defined as an observation of at least two to three consecutive hours. At the secondary level it should involve observing the same class period for two or three consecutive days. The focus of this observation should be on Standard 2-content knowledge; Standard 3-planning and preparation; Standard 4-delivery of instruction; Standard 5-monitoring student learning; and Standard 6-classroom, management.
  3. Informal observations may also be used at the discretion of the administrator. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walkthroughs, professional behaviors in a variety of settings, and involvement in extra-curricular school activities or functions.
  4. A cumulative professional portfolio will be created and maintained by all beginning teachers in year one and two. The professional portfolio serves as a catalyst for substantive growth in areas of teaching, philosophy, methods, and goals. Moreover, the portfolio provides administrators with concise, selective, evidence-based information from a variety of sources. It can also provide the beginning teacher with an individualized, credible, and factual document for the purpose of evaluation and feedback. The administrator and the beginning teacher will review and discuss the portfolio at scheduled conferences (see the appendix for suggested portfolio components). The portfolio may also reflect the teacher's implementation of the skills being learned as part of the District's Mentoring and Induction Program and District Career Development Plan.

5. A final summative conference will be held with the first-year teacher on or before March 30. The purpose of the conference will be to provide the teacher with a current performance review with feedback and explanation based on the required and informal evaluation activities conducted during the year. A comprehensive evaluation will be held with the second year teacher on or before March 30. The written evaluation must include the administrator's licensure recommendation for the teacher or a recommendation for continued participation in the district's mentoring and induction program. This continuing participation should not exceed one year. A school district must use the comprehensive evaluation form provided by the Department. This is required by IAC 284.3, subsection 2, Code Supplement 2001. (see the comprehensive evaluation form - Appendix 4).
  
6. The administrator and beginning teacher recommended for licensure will meet prior to October 1 of the following school year to cooperatively design an individual professional development plan. The plan should focus on areas from the Iowa Teaching Standards that the administrator and the teacher feel would be of most benefit to the career teacher in supporting their on-going skill development for the Iowa teaching standards and the student achievement goals of the attendance center and the school district (as per the CSIP).

## TIER II EVALUATION FOR CAREER TEACHERS

Tier II provides possibilities and options for continued professional growth that should result in increased expertise and a deeper understanding of the teaching/learning process to support the progress of teachers through the various levels of the career teacher program. Demonstration of the Iowa Teaching Standards is an ongoing process and administrators have the continuous responsibility of monitoring excellence by using multiple alternative sources of data about daily practice that can include but are not limited to formal and informal observation, student achievement, review of professional development plans, and student and parent feedback.

This plan emphasizes continuous appraisal of performance with a focus on a professional development planning process that is flexible, creative, and stimulating. Individual Teacher Career Development Plans shall be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district (CSIP), and ultimately to student learning. Staff members are responsible to develop and implement their Individual Teacher Career Development Plan in collaboration with their supervisor, and to work collaboratively with their faculty in the implementation of the District Career Development Plan. The Individual Career plan design may include learning activities for one, two, or three year periods. Obviously, the longer the time period the plan covers, the higher the expectation for important and serious outcomes.

Ideally, the Individual Teacher Career Development Plan and the District Career Development Plan will be very closely aligned. Unless the summative and formative components of the teacher evaluation indicate the teacher has additional training needs the individual teacher's plan should address the same skills or practices that are being studied collectively with the other faculty members as part of the District Career Development Plan. The Individual Career Development Plan for the Career Teacher may be isomorphic to the District Career Development Plan.

Areas of inquiry and/or investigation for Individual Teacher Career Development for Career Teachers could include, but are not restricted to:

- **Refinement of Current Practice**  
This area addresses the refinement of teaching skills/strategies (questioning, motivation techniques, small-group instruction, etc.) that the staff member is currently using in practice. This type of plan is generally done individually and short-term (one year).
- **Acquisition of New Skills**  
This area assumes access to resources to acquire and support new skills or knowledge (integration of technology, research-based instruction strategies for specific content areas, teaching for understanding, etc). This type of plan may be done by an individual, but most likely a team. It should clearly relate to the teaching discipline/school improvement plan and would likely be a two or three year plan.
- **Redesign/Restructuring**  
This area always requires additional resources, time, and district commitment. This is primarily a team activity, spans two or three years, and connects directly to a building or district initiative (technology, block scheduling, non-graded primary classrooms, etc.). The product typically would be a design that included the rationale for change, potential student outcomes, necessary changes in curriculum and instruction, and an evaluation scheme.
- **Development of Curriculum/Program**  
This area has three potential directions:

*Deepening:* Participants would generally address moving curriculum coverage to a “deeper level” (focusing on themes rather than linear facts). This endeavor may use an individual or team approach and generally span one to three years.

*Integrating:* Participants would focus on developing integrated lessons and courses. This work is generally done in teams and spans two to three years.

*Engaging:* Participants would develop materials and activities that focus on engaging students more in the work of the classroom. This may be an individual or team activity and span one to three years.

- **Monitoring Student Outcome/Progress**

This area addresses the development of new and/or alternative assessments that measure or describe student learning. This can also cover work addressing the collecting, interpreting, and disaggregating of student achievement data. This work may use an individual or team-approach and span one to three years.

- **Special Populations/Opportunity to Learn**

This area focuses on developing new or alternative learning opportunities for special needs students (gifted, at-risk, special education, etc.). This may be an individual or team activity and span one to three years.

- **Completing Requirements for Licensing Endorsements**

The Individual Teacher Career Development Plan may be designed, in collaboration with the teacher’s supervisor, to assist a teacher who is not fully licensed to complete the endorsement requirements to instruct the students that teacher has been employed to teach. For example, a teacher who is teaching with a conditional license may work on completing the requirements as part of their Individual Career Development Plan.

**Strategies and/or activities for the Individual Teacher Career Development Plan could include but are not limited to any combination of the following:**

- action research
- coaching
- videotaping
- study groups
- mentoring
- college courses
- simulations
- shadowing experiences
- workshops/conferences
- visitation of model programs
- lesson designs
- classroom observations
- teacher academies
- peer observations and conferences
- electronic networking
- professional dialogue

**Possible products could include but not be limited to:**

- student portfolios
- videotapes of lessons/classes
- study groups
- case study analysis
- student inventories
- published work
- curriculum units
- performance assessments
- reflective journals
- professional portfolios
- electronic portfolios

A collaborative process should guide the development of the Individual Teacher Career Development Plan. Initially, staff members will develop a draft of their plan. Staff members who will be working individually on a one-year plan will meet and collaborate with the supervisor /responsible administrator to review, refine, and finalize the plan by October 1. Individuals designing a multiple year plan and teams of staff who will be developing a common plan for multiple years should meet with the responsible administrator by November 1. The role of the administrator is to be satisfied that the plan addresses the building student achievement goals or district comprehensive school improvement plans (CSIP goals) and is linked to the Iowa Teaching Standards. Plans that do not meet this requirement will be considered only in special circumstances. The

supervisor/administrator must also determine if the plan is appropriate for the requested timeframe and that the plan reflects a serious attempt to improve the teaching/learning process (a form for submission of the professional development plan is provided in Appendix 2).

If individuals or teams are involved in multiple year plans, a written review of progress should be submitted by the team or the individual to the responsible administrator by May 15 of year one (if a two year plan) and by May 15 of year one and year two (if a three year plan). A form for use in providing an end of the year review is included in Appendix 2. An annual conversation with the teacher's supervisor must be held to reflect on progress of the career development plan. This should be held after the teacher or team have completed the written review of progress.

### **End of Plan Evaluation**

At the completion of the Individual Teacher Career Development Plan two separate but necessary activities will occur. The first part of the process (the formative component) is the development of a written review of the progress and the outcomes of the completed Individual Teacher Career Development Plan. The write-up of this review should be developed by the individual/team and by the responsible administrator. It should be written during the performance review at the end of the plan and should reflect the quality and tone of the conversation. The individual/team should come to the performance review with a draft of their comments and the results/product(s) of their work. The primary criteria for the written review should be the effort, power, progress, and involvement reflected in the work and in the products of that work. The end of plan form-Part I included in Appendix 2 provides a structure for use in shaping and directing the comments and reflections of the participants and the administrator. A copy of this Individual Teacher Career Development plan write-up will be placed in the individual's district file and in the case of a team plan a copy of the team write-up will be placed in each individual team member's district file.

The second part of the end of plan experience (the summative component) involves the development by the responsible supervisor/administrator of a separate written evaluation for each staff member involved in the professional development plan. This written evaluation should be based on the supervisor/administrator's professional judgment regarding the staff member's overall performance in meeting the Iowa Teaching Standards and the expectations of the local school district. The evaluation should be determined by the information collected during the continuous assessment of each staff member's overall performance over the period of time covered by the length of the professional development experience. Consequently, this summative evaluation could cover a one, two, or three year period of time but must occur at least once every three years through a performance review. The end of plan form-Part 2 included in Appendix 2 provides a structured format for use in this summative evaluation and space for the justification for the evaluation. This evaluation should be presented to and discussed with the staff member in an end of the year performance review. The completion of Part 2, every one, two, or three years fulfills the provisions of section 284.3 of the Iowa statutes.

## TIER III INTENSIVE ASSISTANCE PLAN

The Specific Intensive Assistance Plan provides a good faith effort to support and guide the career teacher in meeting the expectations set forth in the Iowa Teaching Standards. This plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the Iowa Teaching Standards.

The decision regarding implementation of Tier III should be collaborative, but may be directive. This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants. Tier III consists of two phases.

### 1. AWARENESS PHASE

In the awareness phase, the administrator/evaluator identifies a problem relating to the Teaching Standards (only Iowa Standards one through seven can be identified for placement in an intensive assistance tier) that is characteristic of a teacher's performance rather than an anomaly. The evaluator should contact the staff member in writing, makes him/her aware of the problem, collaboratively develops the means to resolve the problem, and schedules a time (not to exceed three months) to discuss resolution. While the teacher and the evaluator attempt to resolve the problem, the staff member continues to remain in Tier II and work on the District and Individual Teacher Career Development Plans. At the conclusion of the agreed upon timeframe, the evaluator will review the progress and will make one of the following recommendations:

- The problem is resolved and the staff member is removed from the awareness phase and continues to work within Tier II.
- In the event the problem is not resolved, the staff member is notified in writing and placed into the assistance phase. Placement in the assistance phase would suggest that activities regarding the professional development plan in Plan II would be suspended. The evaluator must approve the decision to postpone the teacher's responsibility for engaging in the learning identified in the District Career Development Plan.

### 2. ASSISTANCE PHASE

After the final meeting of the Awareness Phase, a letter will be sent to the staff member to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The staff member should also be notified of their right to request assistance from their local association. A conference will be held between the staff member and the evaluator to develop an Assistance Plan that must include a specific statement of problems related to one or more of the Iowa Teaching Standards (Standards 1 – 7) as well as specific-growth promoting goals that are measurable, action-oriented, realistic, and time-bound. In addition the plan will include strategies to be applied in achieving the goals, intended timelines for the strategic actions, and specific criteria for evaluating the successful completion of the plan. It may be beneficial for a district to identify a team of individuals who have the knowledge and skills to assist the identified teacher in improving his/her performance. This team may also assist in the development of the intensive assistance plan but may not identify the standards by which the teacher was placed on intensive assistance. The summative evaluation of the teacher in the intensive assistance tier must be made by the designated evaluator. At the end of the designated timeframe, one of three recommendations will be made at the time of the summative evaluation:

- The problem is resolved; the staff member is removed from the Assistance Plan
- Progress is noted, the timeline is extended but may not exceed twelve months according to Iowa law and work continues in the assistance phase.
- The problem is not resolved, progress is not noted. Actions are then taken by the district to move towards a recommendation for non-renewal of contract.

Suggested forms are included in Appendix 3.

TIER I  
BEGINNING TEACHER  
EVALUATION

FORMS

**TIER I  
PRE-OBSERVATION FORM**

Name \_\_\_\_\_ School/Administrator \_\_\_\_\_

Date of Pre-Conference \_\_\_\_\_ Date/Time of Observation \_\_\_\_\_

Grade level/Curriculum Area Observed \_\_\_\_\_

1. Briefly describe the students in this class, including those with special needs.	4. How do you plan to engage students in the content? What will you do? What will the students do?
2. What are the goals for the lesson? What do you want the student to learn?	5. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
3. How do these goals support the District's curriculum?	6. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson.)
7. How do you plan to assess student achievement of the goals? What procedures will you use: (Attach any tests or performance tasks, with rubrics or scoring guides.)	8. What Iowa teaching standards/criteria will be demonstrated in this observation?
<u>Teacher comments pertaining to observation setting:</u> List any items you might want to call to the attention of the administrator.	



TIER I  
PROFESSIONAL DEVELOPMENT PORTFOLIO SUGGESTIONS

I. Planning and Preparation:

- Lesson/Unit Plans
- Long Range Plans
- Assessment Plan
- Grading Plan/Grade Book
- Discipline Plan
- Substitute Plans
- Analysis of Student Performance Data
- Classroom assessments

II. Classroom Environment:

- Affective Domain (self-esteem, incentives, rewards, projects, etc.)
- Physical Layout (rationale)
- Seating Arrangement (rationale)
- Group Building Strategies
- Cooperative Learning
- Classroom Rules/Routine
- Management Forms
- Bulletin Boards (interactive, instructional, effective)
- Homework Plan

III. Instruction:

- Units of Study/Thematic Units
- Literature/Book Lists
- Extension/Enrichment Activities
- Review/Reinforcement Activities
- Modifications/Differentiations for Special Needs
- Flexible Grouping Plans
- Instructional Sequence (samples from whole lesson sequence-planning through culmination)
- Completed Student Work Samples (with evidence of individually specific teacher feedback)
- Homework Assignments and Guides
- Technology Links (multimedia, laser disc, internet, etc.)
- Curriculum Integration Efforts
- Videotaping of Instruction/Photo Chronology of Unit Sequence
  - Implementation data, evidence of classroom application of the skills learned in professional development
  - Completed analysis of student achievement data used for instructional planning

IV. Personal and Professional Responsibilities:

- Professional Involvement (District Committees, School Committees, Professional Organizations, Community Projects)
- Research to Practice (Professional Reading, Journals)
- Team/Grade Level (Group Planning Notes)
- Parent Communication (notes, letters, home calls, surveys, forms, etc.)
- Course work, Conferences, Workshops, Presentations, meetings
- Attendance
- Collegiality
- Evidence of collaborative planning, classroom observations

Tier II  
CAREER TEACHER  
CAREER DEVELOPMENT PLAN

FORMS

**TIER II  
CAREER DEVELOPMENT PLAN**

Teacher/Team	School

Date: \_\_\_\_\_ Target Completion Date: \_\_\_\_\_

General Focus of Plan \_\_\_\_\_

Specific Goal(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Connection to the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district (CSIP). \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Proposed Strategies/Activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Projected Products: \_\_\_\_\_

\_\_\_\_\_

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TIER II  
INTERIM PLAN REPORT

END OF YEAR ONE

END OF YEAR TWO

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Teacher/Team

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School

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1. At this point in the plan, re-articulate your professional growth plan (does it now differ in any way from your original plan?)

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2. What progress have you made towards the plan's completion?

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3. What specific steps are necessary to continue with this plan?

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**TIER II  
END OF PLAN REPORT—PART 1**

One Year Plan ___	Two Year Plan ___	Three Year Plan _
Teacher(s)	School	Grade/Dept/Team
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan State Date \_\_\_\_\_ Completion Date \_\_\_\_\_

Plan outcomes:

Indicators of progress:

Future considerations:

Iowa Teaching Standards/Criteria:

Teacher's comments and reflections:

Administrator's comments and reflections:

Teacher(s) Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_



TIER III  
INTENSIVE ASSISTANCE  
FORMS

**TIER III  
INTENSIVE ASSISTANCE  
AWARENESS PHASE—IDENTIFICATION OF CONCERN FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Specific Concerns for the following Iowa Teaching Standards:

Next Meeting Date:

Teacher Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

**TIER III  
AWARENESS PHASE – FINAL SUMMARY FORM**

Specific Concerns for the following Iowa Teaching Standards:

Administrative Recommendation(s):

- CONCERN RESOLVED, RETURN TO PLAN II
- CONCERN NOT RESOLVED, RECOMMEND MOVEMENT TO ASSISTANCE PHASE

Teacher Comments:

Teacher Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

**TIER III  
ASSISTANCE PHASE – PLAN OF ASSISTANCE FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Specific Concerns related to the following Iowa Teaching Standards:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Teacher Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

TIER III  
ASSISTANCE PHASE – PLAN OF ASSISTANCE PROGRESS FORM

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Meeting Dates: \_\_\_\_\_

Plan (Methods and Strategies used to date):

Indicators of Progress for identified Iowa Teaching Standards:

Resources/Support Utilized to Date:

Concerns:

Next Meeting Date:

Teacher Signature and Date: \_\_\_\_\_

Administrator Signature and Date: \_\_\_\_\_

**TIER III  
ASSISTANCE PHASE – FINAL SUMMARY FORM**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Meeting Dates: \_\_\_\_\_

Plan outcomes:

Iowa Teaching Standards not met:

Future considerations:

Teacher's comments:

Evaluator's comments:

Evaluator's Recommendation:

- CONCERN RESOLVED, RETURN TO PLAN II
- PROGRESS NOTED, EXTEND ASSISTANCE TIMELINE (see revised plan)
- CONCERNS NOT RESOLVED, NO PROGRESS NOTED, RECOMMEND NON-RENEWAL OF CONTRACT

Teacher Signature and Date: \_\_\_\_\_

Evaluator Signature and Date: \_\_\_\_\_

IOWA DEPARTMENT OF EDUCATION

COMPREHENSIVE EVALUATION  
SUMMATIVE EVALUATION FORM















