



District Developed Systems – Self Audit (Optional)

The process of developing an evaluation system to meet the Rhode Island Educator Evaluation System Standards is a significant undertaking. Most districts that elect to follow this pathway will do so with the belief that they will either be designing a new system or adapting a system that is in existence and that can be modified to meet the standards. The concepts of designing or of adapting often seem easier than it is. For that reason RIDE recommends that districts begin by developing an understanding of the standards and rubrics for approved systems and then review the proposed system or design to identify gaps and develop strategies to address these areas before submitting a full proposal for approval.

As a cautionary note, RIDE encourages districts to take the gap analysis approach as the first step in review. Too often the response to new standards is to begin by assuming the standards are met and then try to describe how they are met. However, if the proposed structure for district evaluation is not constant with the structure demanded by the standards, then no amount of text will be sufficient to explain how the proposed system can meet standards that have different structural expectations. For that reason, RIDE recommends that districts begin with a set of yes/no questions to evaluate how well the proposed evaluation system structure matches the expectations for the Educator Evaluation System Standards. Districts should answer the following set of yes/no questions and whenever the answer is “no” or “partially” preliminary ideas for modifying the system should be noted to create the infrastructure necessary to create and sustain a system that can meet RIDE standards. Districts should also keep a running log of the evidence that supports “yes” or “partially” ratings so this data can be used in the preparation of the proposed plan that will be written in response to the Guidelines document. Note that these questions address the presence/absence of certain characteristics only. A secondary review will be necessary for examining the quality of the system.

This document is designed to help districts as they begin the development/modification system. It is for district use only and should not be submitted to RIDE as part of the final proposal.

Please have the following documents/resources available as you complete this worksheet:

1. The Rhode Island Professional Teaching Standards
2. Educator Evaluation System Standards
3. District Developed Educator Evaluation Systems Guidelines

Question	Standards, Rubric, Prompts	Yes or No (or partially)	If the answer is partially or no, what modifications are needed?
1. Does the system evaluate all teachers?	See list on page 5 of the DDEES Guidelines.	Yes No Partially	
2. Does the system evaluate all administrators?	See list on page 6 of Guidelines.	Yes No Partially	
3. Does the system evaluate all support professionals?	See list on page 6 of Guidelines	Yes No Partially	

STANDARD ONE			
<p>4. Is the system designed to address the four primary purposes of personnel evaluation (feedback on performance to support continuous professional development, create incentives for highly effective educators, improve the performance of or remove ineffective educators, and organize personnel resources to support organizational efforts to meet district goals)? AND Are these purposes clearly stated in written materials and communicated to educators?</p>	<p>Standard 1.1, bullet 1 Rubric 1.1a Prompt B1 (for Teacher, BA, and SP)</p>	<p>Yes No Partially</p>	
<p>5. Does the system distinguish among more than three overall levels of performance? And are these levels designed to distinguish between Highly Effective, Effective, Developing, and Ineffective educators?</p>	<p>Standard 1.1, bullet 2 Rubric 1.1b Prompt B2 (for Teacher, BA, and SP)</p>	<p>Yes No Partially</p>	
<p>6. Does the system clearly describe how the evaluation results for an individual educator are combined and what is required to meet each of the four levels?</p>	<p>Standard 1.1, bullet 3 Rubric 1.1c Prompt B2 (for Teacher, BA, and SP)</p>	<p>Yes No Partially</p>	
<p>7. Does the system clearly identify the actions (e.g., retention, incentives, dismissal) that result from a rating at each level?</p>	<p>Standard 1.1, bullet 3 Rubric 1.1c Prompt B3 (for Teacher, BA, and SP)</p>	<p>Yes No Partially</p>	

8. Does the evaluation of individual teachers build upon Rhode Island Professional Teaching Standards for Teachers?	Standard 1.2, bullet 1 Rubric 1.2 Prompt A7 (and parts of A2-A6) Teacher version	Yes No Partially	
9. Does the evaluation of individual administrators build upon the Rhode Island Standards for Educational Leadership?	Standard 1.2, bullet 2 Rubric 1.2 Prompt A7 (and parts of A2-A6) Administrator version	Yes No Partially	
10. Does the evaluation of individual support professionals build upon appropriate professional standards? Which ones?	Standard 1.2, bullet 3 Rubric 1.2 Prompt A7 (and parts of A2-A6) Support Professional version	Yes No Partially	
11. Does the evaluation of teachers address the full range of the Rhode Island Professional Standards?	Standard 1.2, bullet 1 Rubric 1.2 Prompt A7 (and parts of A2-A6) Teacher version	Yes No Partially	
12. Does the evaluation of administrators address the full range of the Rhode Island Standards for Educational Leadership?	Standard 1.2, bullet 2 Rubric 1.2 Prompt A7 (and parts of A2-A6) Administrator version	Yes No Partially	
13. Does the evaluation of support professionals address the full range of the appropriate professional standards?	Standard 1.2, bullet 3 Rubric 1.2 Prompt A7 (and parts of A2-A6) Support Professional version	Yes No Partially	

<p>14. Does the evaluation of teachers include evaluation of quality of instruction (RIPTS 1-9)? Is high quality instructional practice well defined? Does the number of formal and informal observations (how many, how long) support valid inferences about instruction? Does the evaluation include artifacts of instruction and a process for systematic review?</p>	<p>Standard 1.3, Bullet 1 Rubric 1.3a Teachers Prompts A2 and A3 Teachers</p>	<p>Yes No Partially</p>	
<p>15. Does the evaluation of teachers include evaluation of professional responsibilities (RIPTS 7, 10, and 11)?</p>	<p>Standard 1.3, Bullet 1 Rubric 1.3c Prompt A5 Teachers</p>	<p>Yes No Partially</p>	
<p>16. Does the evaluation of teachers include evaluation of content knowledge (RIPTS 2)?</p>	<p>Standard 1.3, Bullet 1 Rubric 1.3d Prompt A6 Teachers</p>	<p>Yes No Partially</p>	

<p>17. Does the evaluation of administrators include evaluation of quality of instruction (Leadership Standards 1, 2, 3 and 6)? Are improvement of student learning and organizational effectiveness a part of the evaluation? Is direct observation of leadership included? Does the evaluation include artifacts of leadership and a process for systematic review? Are the ability to plan for, use data and resources, and facilitate organizational change included in the evaluation?</p>	<p>Standard 1.3, Bullet 2 Rubric 1.3a Administrators Prompts A2 and A3 Administrators</p>	<p>Yes No Partially</p>	
<p>18. Does the evaluation of administrators include evaluation of professional responsibilities (Leadership Standards 4 and 5)?</p>	<p>Standard 1.3, Bullet 2 Rubric 1.3c Prompt A5 Administrators</p>	<p>Yes No Partially</p>	
<p>19. Does the evaluation of administrators include evaluation of subject matter knowledge ?</p>	<p>Standard 1.3, Bullet 2 Rubric 1.3d Prompt A6 Administrators</p>	<p>Yes No Partially</p>	

<p>20. Does the evaluation of support professionals include evaluation of quality of program planning and service delivery and consultation and collaboration? Does the evaluation include direct observation of delivery of services? Does the evaluation include artifacts of instruction and a process for systematic review?</p>	<p>Standard 1.3, Bullet 3 Rubric 1.3a Support Professionals Prompts A2 and A3 Support Professionals</p>	<p>Yes No Partially</p>	
<p>21. Does the evaluation of support professionals include evaluation of professional responsibilities?</p>	<p>Standard 1.3, Bullet 3 Rubric 1.3c Prompt A5 Support Professionals</p>	<p>Yes No Partially</p>	
<p>22. Does the evaluation of support professionals include evaluation of subject matter knowledge?</p>	<p>Standard 1.3, Bullet 3 Rubric 1.3d Prompt A6 Support Professionals</p>	<p>Yes No Partially</p>	
<p>23. Does the system identify school and/or district initiatives into educator evaluation through common performance goals that support attainment of district objectives?</p>	<p>Standard 1.4 Rubric 1.4 Prompt C8</p>	<p>Yes No Partially</p>	

STANDARD 2			
24. Does every educator have a written professional development plan? And does that plan include measurable annual performance goals, and criteria that will demonstrate the goals were met?	Standard 2.1 Rubric 2.1 Prompt C1	Yes No Partially	
25. Is the process of creating the professional development plan one that builds from evaluation data? Does the process provide assurances that the educator and the supervisor agree on goals? Are changes to the plan reflective of attainment of prior professional development goals?	Standard 2.1 Rubric 2.1 Prompt C2	Yes No Partially	
26. Does the evaluation system provide detailed feedback on performance to educators? Is the feedback used to inform recommendations for professional growth? Is the written feedback linked to the goals?	Standard 2.2 Rubric 2.2 Prompt C3	Yes No Partially	
27. Does educator evaluation include feedback on performance from supervisors? Does the supervisor provide direction on the development of goals for the professional development plan?	Standard 2.3 Rubric 2.3 Prompts C1 and C4	Yes No Partially	

28. Does educator evaluation include feedback on performance from at least two of the following three groups – colleagues, students, parents/guardians?	Standard 2.3 (Standard 5.4) Rubrics 2.3 and 5.4 Prompts C1 and C4	Yes No Partially	
29. Does the district create a comprehensive professional development plan based in part on aggregating data from individual professional development plans?	Standard 2.4 Rubric 2.4 Prompt C5	Yes No Partially	
STANDARD THREE			
30. Does the district have processes for establishing organizational performance goals (e.g., for schools, departments, teams) based on a review of the effectiveness of groups?	Standard 3.1 Rubric 3.1 Prompt C6	Yes No Partially	
31. Does the district use data about student learning within a district to establish professional development goals within the district?	Standard 3.2 Rubric 3.2 Prompts C6 and C8	Yes No Partially	
32. Does the district use goal setting and professional development of groups of educators to improve district performance?	Standard 3.1 Rubric 3.1 Prompt C7	Yes No Partially	

<p>33. Does the district create a comprehensive professional development plan based in part on aggregating data from professional development plans of groups of educators?</p>	<p>Standard 3.2 Rubric 3.2 Prompt C9</p>	<p>Yes No Partially</p>	
<p>34. Does the district identify educators and groups of educators who are highly effective or who make measurable contributions to district improvement? Does the district acknowledge these accomplishments?</p>	<p>Standard 3.3 Rubric 3.3a Prompts E1 and E2</p>	<p>Yes No Partially</p>	
<p>35. Does the district acknowledge highly effective educators by providing incentives and capitalizing on talents to select educators for special roles and responsibilities?</p>	<p>Standard 3.3 Rubric 3.3b Prompts E3 and E4</p>	<p>Yes No Partially</p>	
<p>STANDARD FOUR (Answer for teachers, administrators, and support professionals)</p>			
<p>36. Are Teachers and Support Professionals rated Developing or Ineffective evaluated at least annually? Is the evaluation rating supported by a written analysis of how and why the rating was determined?</p>	<p>Standard 4.1 Rubric 4.2c Prompt D1</p>	<p>Yes No Partially</p>	

<p>37. Are all Teachers and Support Professionals rated Effective and/or Highly Effective evaluated on a differentiated/cyclical process?</p>	<p>Standard 4.1 Rubric 4.2c Prompt A17</p>		
<p>38. Do educators who are new to the profession, educators who are new to the district, AND educators who are new to a role receive intensive support and an intensive evaluation designed to assure the educator attains the knowledge and skills necessary to attain a rating of effective?</p>	<p>Standard 4.2 Rubric 4.2a Prompt D2</p>	<p>Yes No Partially</p>	
<p>39. Doe educators who change assignments within a role category revise their professional development plans to incorporate district developed goals that reflect the new assignment? Does the revised plan identify new goals, benchmarks, and a timeline for demonstrating effectiveness in the new position? Does the district effectively monitor the implementation of the plan?</p>	<p>Standard 4.2 Rubric 4.2b Prompt D3</p>	<p>Yes No Partially</p>	

<p>40. Does the district provide a team to work with educators whose performance is rated as ineffective or developing to help them improve performance? Does the district work with these educators to create an improvement plan that identifies specific goals, benchmarks, and a timeline for demonstrating effectiveness?</p>	<p>Standard 4.3 Rubric 4.3a, 4.3b Prompts D4 and D5</p>	<p>Yes No Partially</p>	
<p>41. Does the system identify criteria for personnel action that will result from evaluation of ineffective or developing rated educators? Does the district consistently implement these actions?</p>	<p>Standard 4.3 Rubric 4.3c Prompts D6 and D7</p>	<p>Yes No Partially</p>	
<p>42. Does the system monitor educator effectiveness ratings over consecutive years? Does the district dismiss educators who earn ineffective ratings for two consecutive years?</p>	<p>Standard 4.4 Rubric 4.4 Prompt D6</p>	<p>Yes No Partially</p>	
<p>43. Do evaluation decisions inform employment and tenure decisions? Are they the primary determinant of renewal and tenure decisions?</p>	<p>Standard 4.5 Rubric 4.5 Prompt D7</p>	<p>Yes No Partially</p>	

STANDARD FIVE			
44. Does the district clearly communicate the evaluation system to all educators? Are all aspects documented through handbooks? Does the district provide opportunities for educators to develop a thorough understanding of the evaluation system?	Standard 5.1 Rubric 5.1 Prompt A8	Yes No Partially	
45. Can the district demonstrate validity through the connection between the evaluation instruments and professional standards?	Standard 5.2 Rubric 5.2 Prompt A7	Yes No Partially	
46. Does the district have a plan to study and document the correlation between professional development plans and improvements on evaluations?	Standard 5.2 Rubric 5.2 Prompt A9	Yes No Partially	
47. Does the evaluation system include observations, evidence of student learning, and demonstration of professional responsibilities? Is evidence of student growth and academic achievement the primary determinant of effectiveness?	Standard 5.3 Rubric 5.3a Prompts A1-A7	Yes No Partially	
48. Are instruments used for evaluation valid and reliable? Does the collection of instruments assure comprehensive educator evaluation?	Standard 5.3 Rubric 5.3b Prompts A1-A7	Yes No Partially	

49. Does the system use a variety of methodologies and instruments to evaluate an educator?	Standard 5.4 Rubric 5.4 Prompt A10	Yes No Partially	
50. Does the system use multiple measures of an educator's performance to assess effectiveness?	Standard 5.4 Rubric 5.4 Prompt A11	Yes No Partially	
51. Does the system specify clear criteria for evaluators for all instruments and select only individuals who meet these criteria as evaluators?	Standard 5.5 Rubric 5.5a Prompt A12 (A2-A6)	Yes No Partially	
52. Does the system train evaluators and assure that evaluators can make accurate and consistent judgments? Does the system monitor evaluators to assure they continue to make accurate judgments?	Standard 5.5 Rubric 5.5b Prompts A13, A14 (A2-A6)	Yes No Partially	
53. Does the system review instruments for possible bias and make modifications as appropriate?	Standard 5.6 Rubric 5.6 Prompt A15	Yes No Partially	
54. Does the system have adequate procedural safeguards to assure that all educators are treated fairly in the evaluation process?	Standard 5.6 Rubric 5.6 Prompt A16	Yes No Partially	
STANDARD SIX		Yes No Partially	
55. Does the district have a District Evaluation Committee that includes teachers, administrators, support professionals and union representatives?	Standard 6.1 Rubric 6.1 Prompt F1	Yes No Partially	

56. Does the District Evaluation Committee have clear roles, processes, responsibilities, and a method for gathering other perspectives?	Standard 6.1 Rubric 6.1 Prompt F2 and F3	Yes No Partially	
57. Does the District Evaluation Committee work coordinate its work with strategic planning and professional development efforts in the district?	Standard 6.2 Rubric 6.2 Prompt F4	Yes No Partially	
58. Does the district collect and review evaluation data and use the data to revise the evaluation system and to work with district leadership to assure the quality of evaluation?	Standard 6.3 Rubric 6.3 Prompt F5	Yes No Partially	
59. Does the district maintain data about teacher, classroom, and course evaluation and have a mechanism for reporting data to RIDE?	Standard 6.4 Rubric 6.4 Prompt F6	Yes No Partially	

 Name of person(s) completing form

 District