District Developed Educator Evaluation Systems

Guidelines for Obtaining System Approval from RIDE

Office of Educator Excellence and Certification Services

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Introduction

The Rhode Island Department of Education (RIDE) recognizes the need to provide leadership to its districts to assure high quality educator evaluation that is at the core of the performance management system. As such, the Board of Regents for Elementary and Secondary Education has established parameters for evaluation systems by adopting the RI Educator Evaluation System Standards to guide the development and implementation of effective district-based evaluation systems. The six standards describe the components necessary to ensure a comprehensive, high quality evaluation system. RIDE has partnered with districts throughout the state to develop the Rhode Island Model for educator evaluation which has been adopted by most Rhode Island districts. RIDE recognizes that some districts prefer to design or adapt their own system to meet the standards.   This document is designed to support those districts that elect to seek approval for a district developed educator evaluation system.

The six standards that comprise the *Educator Evaluation System Standards* were crafted to support the work of school districts to assure educator quality through a comprehensive district educator evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

RIDE has established a website to serve as a source to all districts engaged in educator evaluation and to provide updates on the Rhode Island Model and measures of student learning that are required of all districts. The information can be found at: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx. The standards and a rubric for reviewing systems are available on the web site.

Any district that initially adopted the Rhode Island Model but has developed an interest in developing its own system must present a detailed plan for its District Developed Model to RIDE and demonstrate that the district model meets the published standards to be approved as a Rhode Island Educator Evaluation System. This document was prepared to guide districts in developing an understanding of what will be required to request approval for a district developed system.

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RIDE recommends that the team responsible for providing district leadership in evaluation review the standards and the rubrics and read through this document to develop an understanding of what will be required as it begins to consider the decision of choosing to develop its own model.

Key Dates

January 15: Intent to Submit a Design. Any district planning to submit a District Designed Model for review must notify RIDE of its intent to submit a design by **January 15th of the school year prior to planned implementation**. The intent must be in writing and should include the name and contact information for the district's liaison on this work. RIDE will use this letter of intent to maintain a list of contacts that will be updated with any ongoing changes in this evolving system.

March 15: Submit a Design for Approval. Districts must submit a design document and all supporting documentation to RIDE in the format specified in this set of guidelines by **March 15th of the school year prior to implementation**. RIDE will review documentation and provide feedback to any district that submits its design. If the plan is not approved, the district can resubmit a revised plan by May 15. RIDE strongly encourages districts to take advantage of this opportunity to receive feedback and revise systems to assure that they meet standards. Districts that have not received approval for local designs by **June 15th** will be required to continue to use the Rhode Island Model.

Contact Information

For clarification or other questions, please contact:

Office of Educator Excellence and Certification Services
Educator Evaluation
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903
401-222-8955
edeval@ride.ri.gov

Request for Approval of a District Developed System

A request for approval of a district developed system must include assurances of compliance with state-wide requirements for evaluation systems, descriptions of any variations by role categories (teachers, administrators, support professionals), and detailed documentation of evaluation instruments and the broader system that will use them to support district talent management decisions. This document provides specific forms and key questions/prompts that must be addressed in the request for approval. Please note the following:

- Districts must complete the **assurances section** to affirm their intent to include state-wide requirements as part of their systems.
- Districts must provide a description of **how each certified educator position is addressed within the three role categories (i.e., teachers, administrators, support professionals)**.
- Districts must provide **detailed documentation and explanations of the specific components** of the evaluation system.

RIDE has provided forms and prompts that will guide districts in providing adequate evidence to allow RIDE teams to determine how well the design addresses educator evaluation system standards. It is not the intent of RIDE to create a writing exercise. Whenever districts can cite documents or specific pages of manuals as a response to a prompt, there is no need to rewrite or summarize the document. Simply label the document (e.g., overview of evaluation system, training materials) as an attachment (e.g., A, B) and cite the page and attachment letter in the body of the report.

As the district prepares to develop its proposal, the district evaluation team should fully understand the Rhode Island Educator Evaluation System Standards and the associated rubrics as these documents will help districts understand what information is necessary for RIDE to conduct its review. An understanding of the Rhode Island Professional Teaching Standards and the Rhode Island Standards for Educational Leadership is also essential. In most instances, prompts are keyed to the standards to make the link explicit.

RIDE has elected to organize this guide from the designer's perspective, building from instruments to system rather than ordering it sequentially by the Evaluation Standards, to follow a more intuitive approach.

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Preparing a Design Proposal

Use the sections that follow (Introduction followed by Sections A-F that address components of the evaluation system) to prepare your design proposal for a District Developed System. The proposal should follow the numbering in this document and should address each form, prompt and/or question.

Introduction

Assurances

In the introduction to the district's design proposal, include the following three assurances about how the district will comply with RIDE's regulations.

☐   The district will use RIDE's four performance level descriptions for highly effective, effective, developing, and ineffective educators and will provide assurances that the ways in which the results from each component of an educator's overall evaluation are transparent and provide comparable categorization as the Rhode Island Model.

☐   The district will use RIDE's Student Learning Objective to determine the Student Learning Score. The Student Learning Score will be combined with the District Score in a way that is comparable to the Rhode Island Model.

☐   The district will meet RIDE's annual reporting requirements on educator evaluation.

Inclusion of ALL Certified Personnel and Role Categories

All certified personnel must be included in the evaluation system. This includes teachers, administrators, and support professionals. RIDE anticipates that different instruments will be used that distinguish among these three role categories. However the standards allow districts to move certification assignments across role categories. For example a library media teacher (which is a teacher certificate) whose responsibilities might focus on running a program (which is more comparable to many support professionals) might be evaluated by a district through the support professional group. Please use checks to complete the chart below to indicate which instrument set is used with which certification work assignments. Include the chart in the introduction to the proposal.

When completing the chart, if there are exceptions to some group (e.g., library media is not the same as the special subjects group), draw a line through that certificate in the chart and add it on a blank row (provided) with the appropriate designation. If there are other roles in the district (e.g., instructional coach, department chair) that are evaluated in a way that is distinct from the work assignment certificate, add that "assignment" on a blank row and identify how it is evaluated.

In addition to the chart, please respond to the following prompts.

I1. For every check noted as evaluated in some other way, please identify the work assignment and describe the evaluation process.

I2. For every check noted as not evaluated, describe why this position is not included and how you plan to address this omission.

I3 For every new position added (e.g., department chair, instructional coach), provide a general description of that position.

Work Assignment Certificate	Evaluated as Teacher	Evaluated as Administrator	Evaluated as Support Professional	Evaluated in Some Other Way	Not evaluated
TEACHER					
Early Childhood Teacher					
Elementary Teacher					
Middle Grades Teacher					
Secondary Grades Teacher (Agriculture, Business Education, English, , Mathematics, Science, Social Studies)					
All Grades Teacher (Art, Dance, Family and Consumer Science, Health, Music, Physical Education, , Technology Education, Theater, World Language)					
Special Education Teacher					
Career and Technical Education Teacher					
Bilingual and Dual Language Teacher					
Library Media Teacher					
School Nurse Teacher					

Work Assignment Certificate	Evaluated as Teacher	Evaluated as Administrator	Evaluated as Support Professional	Evaluated in Some Other Way	Not evaluated
ADMINISTRATOR					
Administrator - Curriculum, Instruction, and Assessment					
Administrator - Special Education					
Building Level Administrator					
School Business Administrator					
SUPPORT PROFESSIONAL					
School Counselor					
School Psychologist					
School Social Worker					
Speech Language Pathologist					
Reading Specialist/Consultant					
ESL					

A. The Evaluation System – What aspects of educator performance are evaluated? How are they evaluated?

Teachers

Teacher evaluation includes evidence of quality of instruction, of student learning, of professional responsibilities and of subject matter knowledge. In this section you will provide a detailed description of the evaluation instruments and how they are used.

A1 . Provide an overview of the evaluation of teachers by listing each instrument and providing a brief description. (Standard 1.3, Standard 5.3)

A2. How is teacher observation included in the evaluation of quality of instruction? Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal (Standard 1.3a, Standard 5.3, Standard 5.5).

 In your description, address all of the following points:

- What is the process of observation?
- What Rhode Island Professional Teaching Standards are measured in the observation?
- How frequently is observation conducted?
- What are the possible ratings from the observation?
- What other parameters govern the observation?
- What feedback is provided?
- Who conducts the observation?
- What qualifications are necessary to be an observer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A3. How are classroom artifacts included in the evaluation of quality of instruction? Describe the instrument(s)/protocol(s)/process (es) used and attach copies of the instrument (directions, rubric, forms, feedback) to this proposal (Standard 1.3a, Standard 5.3, Standard 5.5).

 In your description, address all of the following points:

- What is the process of artifact selection and review?
- What Rhode Island Professional Teaching Standards are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?

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- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A4. NOTE: District Developed Systems must adopt the state model for Student Learning Objective Ratings. Describe the LEA process for establishing Student Learning Objectives.

A5. How are teacher professional responsibilities evaluated in the system?   Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal (Standard 1.3c, Standard 5.3, Standard 5.5).

 In your description, address all of the following points:

- What is the process of evidence selection and review?
- What Rhode Island Professional Teaching Standards are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A6. How is teacher content knowledge evaluated in the system? Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal.   Note: If the evaluation of content knowledge is embedded in the instruments described in A2, A3, A4, and A5, referencing the description that has been provided is an acceptable response (Standard 1.3d, Standard 5.3, Standard 5.5).

In your description, address all of the following points:

- What is the process of evaluation?
- What Rhode Island Professional Teaching Standards are measured in the observation?
- How frequently is evaluation conducted?
- What are the possible ratings from the evaluation?
- What other parameters govern the evaluation?
- What feedback is provided?
- Who conducts the observation?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand this instrument?

Note: If there are other aspects of the teacher evaluation in the district (e.g., attendance policies, district leadership) that are not addressed in the prior prompts, provide a comparable detailed description for those instruments.

A7. How do you assure that the evaluation provides a comprehensive assessment of the Rhode Island Professional Teaching Standards? Use the chart below to provide an illustration of how each standard is reflected in the overall evaluation. Use the instruments described above to identify where the standard is addressed and how it is measured (Standard 5.2, Standard 5.3 and Standard 1.2).

Professional Teaching Standard	
Standard 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.	
Standard 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.	
Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	
Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.	
Standard 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.	
Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.	
Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.	
Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss,	

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and investigate new ideas.	
Standard 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.	
Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	
Standard 11: Teachers maintain professional standards guided by legal and ethical principles.	

A8. How do teachers learn about how they will be evaluated? What support is provided to help teachers develop an understanding of the system? Include any evaluation handbooks, workshop materials that introduce the system, and other materials as attachments. (Standard 5.1, Standard 5.2, and Standard 5.3)

A9. How does the district monitor the impact of professional development plans on improved performance on the evaluation instruments? What plans are in place to revise the system based on evaluation data? (Standard 5.2)

A10. Describe the variety of methods you use to assure that different types of evidence are collected so teachers are not just evaluated in one way. (Standard 5.4)

A11. How are multiple measures of a teacher's performance (e.g., more than one observation, observations of different classes and at different points in time, different types of student learning results) incorporated into the system to assure a thorough assessment of the teacher's performance? (Standard 5.4)

A12. For each instrument you have identified, describe the requisite knowledge and skills for evaluators to make accurate assessments. Describe how the evaluators are chosen and how the district assures that each evaluator meets the knowledge and skill requirements (Standard 5.5a)

A13. For each instrument, describe the training process for evaluators and what performance measures are used to assure that evaluators demonstrate they are able to make consistent judgments. (Standard 5.5b)

A14. The prior prompt addresses the initial training of evaluators.   Beyond the initial training, how are evaluators monitored and/or retrained to assure that they continue to make accurate evaluations? (Standard 5.5b)

 A15. How are instruments reviewed and or revised to address possible instrument bias? (Standard 5.6)

A16. What procedural safeguards (e.g., appeals) are included in the system to assure teachers are treated fairly in the evaluation process? (Standard 5.6)

A17. What, if any, considerations will be made to teachers rated Effective and/or Highly Effective? In other words, will the system include a "cyclical process?" If so, what minimum requirements will be required for these educators (e.g., annual conference, Professional Growth Goal, etc.)

Administrators

Administrator evaluation includes evidence of quality of instructional leadership and management, of student learning, of professional responsibilities and of content knowledge of the field. In this section you will provide a detailed description of the evaluation instruments and how they are used.

A1. Provide an overview of the evaluation of administrators by listing each instrument and providing a brief description. (Standard 1.3, Standard 5.3)

A2. How is administrator observation included in the evaluation of quality of instructional leadership?   Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal. (Standard 1.3a, Standard 5.3, Standard 5.5)

In your description, address all of the following points:

- What is the process of observation?
- What Rhode Island Standards for Educational Leadership are measured in the observation?
- How frequently is observation conducted?
- What are the possible ratings from the observation?
- What other parameters govern the observation?
- What feedback is provided?
- Who conducts the observation?
- What qualifications are necessary to be an observer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A3. How are artifacts included in the evaluation of quality of instructional leadership?   Describe the instrument(s)/protocol(s)/process (es) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal. (Standard 1.3a, Standard 5.3, Standard 5.5)

 In your description, address all of the following points:

- What is the process of artifact selection and review?
- What Rhode Island Standards for Educational Leadership are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?

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- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A4. NOTE: District Developed Systems must adopt the state model for Student Learning Objective Ratings. Describe the LEA process for establishing Student Learning Objectives.

A5. How are administrator professional responsibilities evaluated in the system?   Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal. (Standard 1.3c, Standard 5.3, Standard 5.5)

 In your description, address all of the following points:

- What is the process of evidence selection and review?
- What Rhode Island Standards for Educational Leadership are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A6. How is administrator subject matter knowledge evaluated in the system? Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal.   Note: If the evaluation of content knowledge is embedded in the instruments described in A2, A3, A4, and A5, referencing the description that has been provided is an acceptable response.   (Standard 1.3d, Standard 5.3, Standard 5.5)

In your description, address all of the following points:

- What is the process of evaluation?
- What Rhode Island Standards for Educational Leadership are measured in the observation?
- How frequently is evaluation conducted?
- What are the possible ratings from the evaluation?
- What other parameters govern the evaluation?
- What feedback is provided?
- Who conducts the observation?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?

- What other information would help RIDE understand this instrument?

Note: If there are other aspects of the administrator evaluation in the district (e.g., attendance policies, district leadership) that are not addressed in the prior prompts, provide a comparable detailed description for those instruments.

A7. How do you assure that the evaluation provides a comprehensive assessment of the Rhode Island Standards for Educational Leadership? Use the chart below to provide an illustration of how each standard is reflected in the overall evaluation. Use the instruments described above to identify where the standard is addressed and how it is measured. (Standard 5.2, Standard 5.3 and Standard 1.2).

Standard for Educational Leadership	
Standard 1: Education leaders ensure student achievement by guiding the development, articulation, implementation, and sustenance of a shared vision of learning and setting high expectations for each student.	
Standard 2: Education leaders ensure the achievement and success of each student by monitoring and continuously improving learning and teaching.	
Standard 3: Education leaders ensure the success of each student by supervising and managing organizational systems and resources for a safe, high performing learning environment.	
Standard 4: Education leaders ensure the success of each student by collaborating with stakeholders to respond to diverse community interests and needs and to mobilize community resources that improve student achievement.	
Standard 5: Education leaders ensure the success of each student by modeling personal development, ethical behavior and acting with integrity.	
Standard 6: Education leaders ensure the success of each student by influencing interrelated educational systems of political, social, economic, legal, and cultural contexts in response to needs of their students.	

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A8. How do administrators learn about how they will be evaluated? What support is provided to help administrators develop an understanding of the system? Include any evaluation handbooks, workshop materials that introduce the system, and other materials as attachments. (Standard 5.1, Standard 5.2, and Standard 5.3)

A9. How does the district monitor the impact of professional development plans on improved performance on the evaluation instruments? What plans are in place to revise the system based on evaluation data? (Standard 5.2)

A10. Describe the variety of methods you use to assure that different types of evidence are collected so administrators are not just evaluated in one way. (Standard 5.4)

A11. How are multiple measures of an administrator's performance (e.g., more than one observation, observations of different types of leadership, different types of student learning results) incorporated into the system to assure a thorough assessment of the administrator's performance? (Standard 5.4)

A12. For each instrument you have identified, describe the requisite knowledge and skills for evaluators to make accurate assessments. Describe how the evaluators are chosen and how the district assures that each evaluator meets the knowledge and skill requirements (Standard 5.5a)

A13. For each instrument, describe the training process for evaluators and what performance measures are used to assure that evaluators demonstrate they are able to make consistent judgments. (Standard 5.5b)

A14. The prior prompt addresses the initial training of evaluators.   Beyond the initial training, how are evaluators monitored and/or retrained to assure that they continue to make accurate evaluations? (Standard 5.5b)

 A15. How are instruments reviewed and or revised to address possible instrument bias? (Standard 5.6)

A16. What procedural safeguards (e.g., appeals) are included in the system to assure administrators are treated fairly in the evaluation process? (Standard 5.6)

Support Professionals

Support Professional evaluation includes evidence of quality of program planning and delivery of service, of consultation and collaboration, of student learning, of professional responsibilities and of content knowledge of the area of specialization. In this section you will provide a detailed description of the evaluation instruments and how they are used.

A1. Provide an overview of the evaluation of support professionals by listing each instrument and providing a brief description. (Standard 1.3, Standard 5.3)

A2. How is support professional observation included in the evaluation of quality of program planning and service delivery and consultation and collaboration?   Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal. (Standard 1.3a, Standard 5.3, Standard 5.5)

   In your description, address all of the following points:

- What is the process of observation?
- What standards are measured in the observation?

- How frequently is observation conducted?
- What are the possible ratings from the observation?
- What other parameters govern the observation?
- What feedback is provided?
- Who conducts the observation?
- What qualifications are necessary to be an observer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A3. How are artifacts included in the evaluation of quality of program planning and service delivery and consultation and collaboration?   Describe the instrument(s)/protocol(s)/process(es) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal. (Standard 1.3a, Standard 5.3, Standard 5.5)

 In your description, address all of the following points:

- What is the process of artifact selection and review?
- What standards are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A4. NOTE: District Developed Systems must adopt the state model for Student Learning Objective Ratings. Describe the LEA process for establishing Student Learning Objectives.

A5. How are support professionals' professional responsibilities evaluated in the system?   Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal. (Standard 1.3c, Standard 5.3, Standard 5.5)

 In your description, address all of the following points:

- What is the process of evidence selection and review?
- What standards are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?

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- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

A6. How is support professional content knowledge evaluated in the system? Describe instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal.   Note: If the evaluation of content knowledge is embedded in the instruments described in A2, A3, A4, and A5, referencing the description that has been provided is an acceptable response. (Standard 1.3d, Standard 5.3, Standard 5.5)

 In your description, address all of the following points:

- What is the process of evaluation?
- What standards are measured in the observation?
- How frequently is evaluation conducted?
- What are the possible ratings from the evaluation?
- What other parameters govern the evaluation?
- What feedback is provided?
- Who conducts the observation?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand this instrument?

Note: If there are other aspects of the support professional evaluation in the district (e.g., attendance policies, district leadership) that are not addressed in the prior prompts, provide a comparable detailed description for those instruments.

A7. What standards do you use in the evaluation of support professionals? How do you assure that the evaluation provides a comprehensive assessment of these standards? Use the chart below to provide an illustration of how each standard is reflected in the overall evaluation. Use the instruments described above to identify where the standard is addressed and how it is measured. (Standard 5.2, Standard 5.3 and Standard 1.2). Note: If the district uses different sets of standards for different support professionals, this chart should be produced for each set used. Please consider incorporating standards from associations like National Association of School Psychologists (NASP), National Association of Social Workers (NASW), American Speech-Language-Hearing Association (ASHA) or International Reading Association (IRA). Alternatively, you may choose to use the Rhode Island model standards for support professionals.

Standards	
Standard 1:	

Standard 2:	
Standard 3:	
Standard 4:	
Standard 5:	
Standard 6:	
Standard 7:	
Standard 8:	

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Standard 9:	
Standard 10:	

A8. How do support professionals learn about how they will be evaluated? What support is provided to help support professionals develop an understanding of the system? Include any evaluation handbooks, workshop materials that introduce the system, and other materials as attachments. (Standard 5.1, Standard 5.2, and Standard 5.3)

A9. How does the district monitor the impact of professional development plans on improved performance on the evaluation instruments? What plans are in place to revise the system based on evaluation data? (Standard 5.2)

A10. Describe the variety of methods you use to assure that different types of evidence are collected so support professionals are not just evaluated in one way. (Standard 5.4)

A11. How are multiple measures of a support professional's performance (e.g., more than one observation, observations of different groups and at different points in time, different types of student learning results) incorporated into the system to assure a thorough assessment of the support professional's performance? (Standard 5.4)

A12. For each instrument you have identified, describe the requisite knowledge and skills for evaluators to make accurate assessments. Describe how the evaluators are chosen and how the district assures that each evaluator meets the knowledge and skill requirements (Standard 5.5a)

A13. For each instrument, describe the training process for evaluators and what performance measures are used to assure that evaluators demonstrate they are able to make consistent judgments. (Standard 5.5b)

A14. The prior prompt addresses the initial training of evaluators.   Beyond the initial training, how are evaluators monitored and/or retrained to assure that they continue to make accurate evaluations? (Standard 5.5b)

A15. How are instruments reviewed and or revised to address possible instrument bias? (Standard 5.6)

A16. What procedural safeguards (e.g., appeals) are included in the system to assure support professionals are treated fairly in the evaluation process? (Standard 5.6)

A17. What, if any, considerations will be made to teachers rated Effective and/or Highly Effective? In other words, will the system be differentiated to include a "cyclical process?" If so, what minimum requirements will be required for these educators (e.g., annual conference, Professional Growth Goal, etc.)

B. The Evaluation System – What decisions are made as a result of the evaluation?

Teachers

B1. The Evaluation Standards establish the expectation that the evaluation system addresses the following four purposes of personnel evaluation: 1. Provide feedback on performance to all educators to support continuous professional development; 2. Create incentives for highly effective educators; 3. Improve the performance of or remove ineffective educators; and 4. Organize personnel resources to support organizational efforts to meet district goals. The details of processes that support these purposes will be requested in Sections C, D, and E. As an overview, identify which of these purposes are included in the district evaluation system. Then briefly (less than two pages) describe how you assure that these purposes drive the decisions you made in designing the system. Attach any written materials that communicate the purposes to teachers in your district. (Standard 1.1a, Standard 5.1)

B2. NOTE: District Developed Systems must adopt the state model for Student Learning Objective Ratings. Describe how the district evaluation system uses the results of the assessments described in Section A to classify teacher performance for Professional Practice within your district. The description should specifically identify the process, formulae, algorithm, profile or other process that determines the overall rating based on the various sources of evaluation evidence. (Standard 1.1b and 1.1c)

B3. Describe the personnel actions (e.g., recognition, dismissal, intervention, intensive support) that result from an annual performance rating in each category in the chart for B2. Include any additional actions that result from patterns of performance over multiple years (e.g., two consecutive years of developing ratings).   Include any additional factors (e.g., first year teacher, tenured teacher) that affect the personnel action decisions or yield different actions for the same rating (Standard 1.1c)

Administrators

B1. The Evaluation Standards establish the expectation that the evaluation system addresses the following four purposes of personnel evaluation: 1. Provide feedback on performance to all educators to support continuous professional development; 2. Create incentives for highly effective educators; 3. Improve the performance of or remove ineffective educators; and 4. Organize personnel resources to support organizational efforts to meet district goals. The details of processes that support these purposes will be requested in Sections C, D, and E. As

an overview, identify which of these purposes are included in the district evaluation system. Then briefly (less than two pages) describe how you assure that these purposes drive the decisions you made in designing the system. Attach any written materials that communicate the purposes to administrators in your district. (Standard 1.1a, Standard 5.1)

B2. Describe how the district evaluation system uses the results of the assessments described in Section A to classify administrator performance for Professional Practice within your district. The description should specifically identify the process, formulae, algorithm, profile or other process that determines the overall rating based on the various sources of evaluation evidence. (Standard 1.1b and 1.1c)

B3. Describe the personnel actions (e.g., recognition, dismissal, intervention, intensive support) that result from an annual performance rating in each category in the chart for B2. Include any additional actions that result from patterns of performance over multiple years (e.g., two consecutive years of developing ratings).   Include any additional factors (e.g., first year administrator, building level administrator) that affect the personnel action decisions or yield different actions for the same rating (Standard 1.1c)

Support Professionals

B1. The Evaluation Standards establish the expectation that the evaluation system addresses the following four purposes of personnel evaluation: 1. Provide feedback on performance to all educators to support continuous professional development; 2. Create incentives for highly effective educators; 3. Improve the performance of or remove ineffective educators; and 4. Organize personnel resources to support organizational efforts to meet district goals. The details of processes that support these purposes will be requested in Sections C, D, and E. As an overview, identify which of these purposes are included in the district evaluation system. Then briefly (less than two pages) describe how you assure that these purposes drive the decisions you made in designing the system... Attach any written materials that communicate the purposes to teachers in your district. (Standard 1.1a, Standard 5.1)

B2. NOTE: District Developed Systems must adopt the state model for Student Learning Objective Ratings. Describe how the district evaluation system uses the results of the assessments described in Section A to classify teacher performance for Professional Practice within your district. The description should specifically identify the process, formulae, algorithm, profile or other process that determines the overall rating based on the various sources of evaluation evidence. (Standard 1.1b and 1.1c)

B3. Describe the personnel actions (e.g., recognition, dismissal, intervention, intensive support) that result from an annual performance rating in each category in the chart for B2. Include any additional actions that result from patterns of performance over multiple years (e.g., two consecutive years of developing ratings).   Include any additional factors (e.g., first year support professional, tenured support professional) that affect the personnel action decisions or yield different actions for the same rating (Standard 1.1c)

C. The Evaluation System – How is evaluation linked to professional development and district improvement?

When responding to the following responses, consolidate your responses to include teachers, administrators, and support professionals. If there are variations across roles, note those differences in the response.

C1. Provide an example of a professional development plan for an educator in your district. The plan should illustrate the educators' annual performance goals, the plan for meeting the goals, and the criteria for demonstrating goals have been met. If the structure of plans varies based on experience (e.g. new or experienced teachers) or prior evaluations (e.g., developing or effective), provide examples of the various models of plans. (Standard 2.1 and 2.3)

C2. How is the professional development plan created and revised? (e.g., Who develops the plan? Who reviews the plan? How is it approved? What is the educator's role in development of and agreement to the plan?) Provide a description of how the educator's individual evaluation results inform the development and/or revision of the professional development plan. Include a description of how the execution of the professional development plan is integrated into an educator's annual evaluation.   (Standard 2.1)

C3. Describe the processes through which educators receive detailed feedback – both informal and formal – as part of the evaluation system to improve their performance.   How does the system assure that the feedback is targeted and of sufficient quality to help an educator understand how to improve performance? How does the system assure that this feedback is integral to and reflected in educator goals for professional growth? (Standard 2.2)

C4. Describe how the evaluation system collects and analyzes feedback from a. supervisors, b. colleagues, and c. students and/or parents and integrates that information into the process of developing a professional development plan. (Standard 2.3)

C5. How does the district evaluation system collect and analyze data from individual professional development needs to create comprehensive plans for professional development within the district? (Standard 2.4)

C6. How does the district evaluation system analyze and identify district-wide professional development needs or needs of specific groups of educators (e.g., schools, departments, teams) that can be used as the basis for organizational performance goals to promote professional growth within the district? (Standard 3.1 and Standard 3.2).

C7. How does the district use data about student learning within the district to establish organizational performance goals to promote professional growth within the district? (Standard 3.2)

C8. How are organizational goals infused into the professional development plans and evaluation of individual educators and groups of educators to promote organizational improvement? (Standard 1.4 and Standard 3.1)

C9. How does the district evaluation system collect and analyze data from collective professional development needs to create comprehensive plans for professional development within the district? (Standard 3.2)

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D. The Evaluation System – How does the system provide quality assurance of all educators? How does the system differentiate based upon experience, assignment, and prior evaluations

D1. How does the district determine and assign an overall evaluation rating for an educator on an annual basis? Describe the process for evaluation (if appropriate reference earlier responses rather than rewriting the description) and the determination of the annual rating. *If a multi-year cycle is used as part of evaluation describe how the cycle works, how the rating is made each year, and what measures are used to assure that an educator in a multi-year evaluation cycle who is not making progress is returned to the more intensive annual evaluation.* Please note that the Rhode Island model evaluates building administrators annually. Both teachers and support professionals are eligible for the cyclical process. For more information on the cyclical process, please navigate to RIDE's Educator Evaluation page. (Standard 4.1)

D2. How does the evaluation system accommodate educators who are new to the profession, new to the district, and/or new to a role category? In what ways is their evaluation the same as and in what ways is it different than the process described in D1?   What types of support are provided to new educators? What are the criteria that the district uses to determine that "new educators" transition to the evaluation process for experienced educators? (Standard 4.2a)

D3. How does the evaluation system accommodate educators who change assignments within a role category (e.g., a biology teacher who becomes a chemistry teacher, a special education teacher who becomes a 3rd grade teacher, a kindergarten teacher who becomes a fifth grade teacher)? Specifically, how are professional development plans revised, what supports are provided for the transition, and what benchmarks are established to assure that educators demonstrate continued effectiveness in the new assignment? (Standard 4.2b)

D4. How does the evaluation system address educators whose performance is rated as *developing?* What is the structure of the educator's improvement plan? How is it developed and what support is provided to the educator to meet the objectives and benchmarks of the plan? What personnel actions occur when the educator meets or fails to meet the expectations? (Standard 4.3a, b, and c)

D5. How does the evaluation system address educators whose performance is rated as *ineffective?* What is the structure of the educator's improvement plan? How is it developed and what support is provided to the educator to meet the objectives and benchmarks of the plan? What personnel actions occur when the educator meets or fails to meet the expectations? (Standard 4.3a, b, and c)

D6. What is the basis for a recommendation for dismissal of an educator based upon the evaluation of the educator's performance? Note any variations that occur for special groups of educators. Include any variation based on a single year's evaluation or patterns over two or more years. (Standard 4.4)

D7. How does an educator's evaluation inform decisions about continued employment and/or tenure of educators in the district? (Standard 4.5)

Note: It may be helpful to use a chart to illustrate variations in evaluation based upon groups of educators. Within the cells it is possible to describe variations (e.g., number of observations, formal or informal, announced/unannounced, specifics of support – team or individual mentor, self-directed or supervisor directed). If a chart similar to the one below helps to illustrate the variations within the district's evaluation system, it can be included in this section.

	Observations	Professional Artifacts	Student Achievement	Professional Responsibilities	Content Knowledge	Professional Development Plan	Support	Possible Actions
All Educators								
Changed Assignments within role								
New to profession, district, or role								
Currently rated developing								
Currently rated ineffective								
Other sub groups of educators								

E. The Evaluation System – How is evaluation connected to other aspects of the district's talent management system?

E1 How is the evaluation system used to identify individual educators and groups of educators who demonstrate exemplary practice or make exceptional contributions in measurable ways to district improvement? (Standard 3.3a)

E2 How does the district recognize (acknowledge) individual educators and groups of educators who demonstrate exemplary practice or make exceptional contributions in measurable ways to district improvement? (Standard 3.3a)

E3 In what ways does the district provide incentives to individual educators and groups of educators who demonstrate exemplary practice or make exceptional contributions in measurable ways to district improvement? (Standard 3.3b)

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E4 In what ways does the district capitalize on the talents identified through its evaluation systems to offer exemplary educators specialized roles and/or responsibilities within the district? (Standard 3.3b)

F. The Evaluation System – How is evaluation designed, monitored and revised?

F1 What is the composition of the District Evaluation Committee responsible for monitoring and improving the evaluation system? Provide a list of committee members and their position (e.g., assistant superintendent, biology teacher, school psychologist, union representative) within the district or any group they represent on the committee. (Standard 6.1)

F2 What are the district guidelines, policies, and processes for committee member selection, period of service, and roles and responsibilities? (Standard 6.1)

F3 How often does the committee meet? What are the responsibilities? How are perspectives from others brought to the committee? (Standard 6.1)

F4 How does the committee integrate its work with strategic planning and professional development goals in the district? (Standard 1.4 and Standard 6.2)

F5 What data does the committee collect and review to evaluate the effectiveness of the evaluation system? What is the process for making recommendations for revisions to the system based upon this review? How does the committee work with district leadership to assure the quality of the evaluation system? (Standards 6.1 and 6.3)

F6 How does the district maintain data (i.e., what are the data systems) about teacher, classroom, and course evaluation? Who is responsible for completing all reporting requirements of RIDE? (Standard 6.4)

G. Other elements of the evaluation system

G1. Include any additional information that you believe RIDE needs to know to fully understand your system here.

List of Required Attachments

A. District based educator evaluation handbooks

B. Contract language related to educator evaluation

Checklist before you submit your proposal

1. The district development team has prepared a design proposal in accordance with this set of guidelines.

2. The proposal includes the assurances that are documented at the introduction to the guidelines.

3. The proposal includes the chart that illustrates how all certified personnel and role categories are included in the evaluation system.

4. The proposal includes responses to all prompts in Sections A- F of these guidelines.

5. The proposal includes all of the required attachments District Developed Systems – Self Audit (Optional)

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