



The Rhode Island Model:
Teacher Guidebook
2011-2012



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Dear Rhode Islander Teachers,

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 teacher evaluation process is focused on helping teachers grow and develop as professionals, for the benefit of our students. 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. Teachers seeking more information on the model are encouraged to visit <http://ride.ri.gov/EducatorQuality/EducatorEvaluation> for additional resources.

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.

Sincerely,



Deborah A. Gist
Commissioner of Elementary and Secondary Education



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A Note on Gradual Implementation

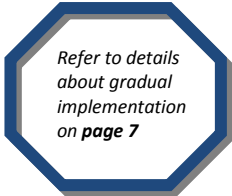
This guide details teachers’ roles and responsibilities with regard to full implementation of the Rhode Island Educator Evaluation Model, but it will be equally valuable to staff in districts that are phasing in the system gradually during the 2011-2012 school year.

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 teachers 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 table below to compare full and gradual implementation.



The following chart identifies the **gradual implementation** and **full implementation** requirements for teachers:

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



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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 achievement¹, so naturally, a top priority should be giving teachers the guidance and support they need to be successful. A fair and accurate evaluation system is a critical tool for developing and improving the effectiveness of our teachers, while also recognizing the outstanding performance of our most effective teachers.

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

The Rhode Island Model calls for annual evaluations. The system focuses on 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
- 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.

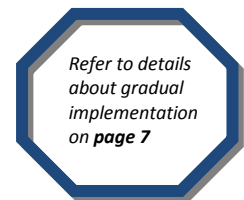
¹ Sanders, W.L. and Rivers, J.C. (1996). “Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement,” University of Tennessee Value-Added Research and Assessment Center.



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 worked 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 RI 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
Student Learning	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))
Professional Practice	Knowledge and skills that contribute to student learning, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards
Professional Responsibilities	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.***

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 set professional goals for the upcoming year². Educators will use the Professional Practice and

² During the gradual implementation year, most educators will complete only one Professional Growth Goal.



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 the form of clear, actionable feedback in order to improve. These educators will work with their evaluator to develop a detailed Improvement Plan with clear objectives, benchmarks and timelines and to identify an improvement team³ to assist with their development.

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. Finally, the RIDE Educator Evaluation Web Page will be updated throughout the year with additional resources, including Student Learning Objective exemplars. Visit the RIDE Educator Evaluation web page at <http://ride.ri.gov/EducatorQuality/EducatorEvaluation/>.

³ 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

The Rhode Island Model uses multiple measures to assess educator effectiveness fairly and accurately. The Model will continue to be improved based on educators' experiences 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 within districts 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/EdEvalStandards.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 qualitative and quantitative data 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 Teachers

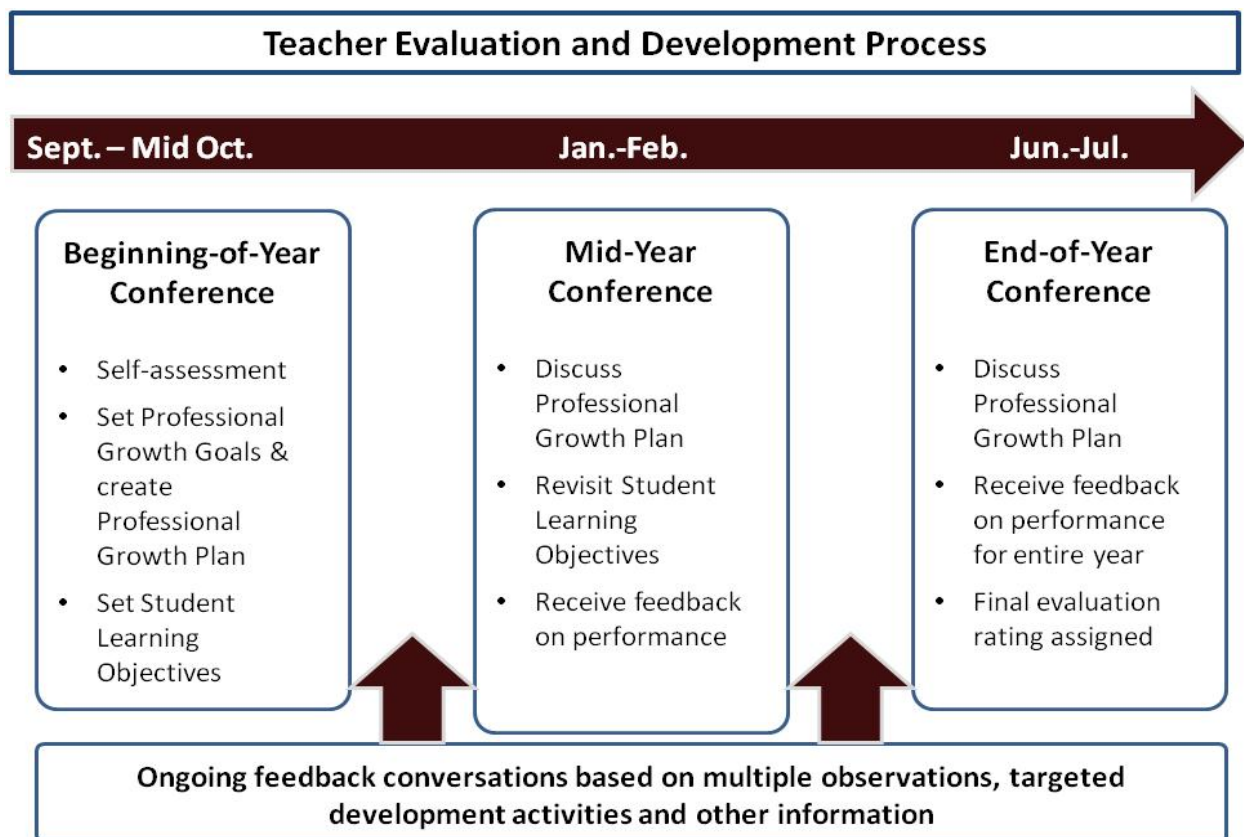
Teacher Development

"...What I like about this tool and process is that we are growing and developing and having honest conversations to help good teachers become great and have great teachers become excellent..."
- Rhode Island Model Field Testing Participant

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 you assume a lead role in determining areas of focus for professional growth, you are more likely to feel accountable for achieving the goals you set because they are linked to your individual 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,⁴ 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 and reviewing additional evidence, and providing additional feedback and development. Like primary evaluators, complementary evaluators should give teachers timely, 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.

⁴ Based on local collective bargaining agreements and district policies, some districts may designate other local educators to serve as primary evaluators.



Development and Evaluation Process for Teachers

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 117 of this guide. Prior evaluation data and the Professional Practice and Professional Responsibilities Rubrics should guide you in this reflection. In addition, you will create a Professional Growth Plan by identifying three Professional Growth Goals⁵ for the year and identifying targeted development to meet these goals. The **Professional Growth Plan** is located on page 121.

Refer to details about gradual implementation on page 7

The Professional Growth Plan allows you and your evaluator to work together to determine Professional Growth Goals that meet your needs as well as the needs of the school. The development of this plan should be related to your self-assessment, available prior evaluation data, student learning data, and the school's priorities for professional development. While the support and development process involves dialogue between you and your evaluator(s), the initial phase of the cycle is teacher-driven.



Before the Beginning-of-Year Conference, teachers complete the Self-Assessment form and Professional Growth Plan. Look to your colleagues for assistance when completing both. Teachers submit the Professional Growth Plan to their evaluator **at least two school days prior** to the conference.

During the Beginning-of-Year Conference, you will discuss your goals and the evaluator will provide you with feedback. If you need to make minor revisions, your evaluator may wish to finalize them at this meeting. If substantial revisions are required, you should prepare a second draft and share it with your evaluator within two weeks.

Teacher Self-Assessment

The key to successfully developing as a professional is in the ability to recognize one's own strengths and areas for improvement. At the start of each school year, all teachers will complete a self-assessment asking them to reflect on prior evaluation data, the competencies outlined in the Professional Practice and Professional Responsibilities Rubrics and their experience as educators.

To complete the self-assessment, teachers will need to first become familiar with the Teacher Professional Practice Rubric and the Professional Responsibilities Rubric. You will start by reviewing each competency of the Teacher Professional Practice Rubric and identifying one competency as a strength and one competency as an area for development in each domain. **Refer to the performance descriptors under each competency to determine whether or not each competency is a strength or area for**

⁵ Teachers in gradual implementation districts will set at least one professional growth goal in 2011-2012.



development. In future years, you will be able to reference prior evaluation information in order to determine which competencies are strengths and which areas could be focused on for development.

Competency

This describes the behavior or skill.

Performance Descriptors

The language in gray represents what **proficiency** looks like for the competency directly above it. Use the language in this gray box to decide whether each competency is a strength or development area.

Exemplary (4)	Proficient (3)
<p>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of learning styles.</p>	
<ul style="list-style-type: none"> 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. Objectives are specific, measureable, aligned to standards, time bound, and appropriate for all students. 	<ul style="list-style-type: none"> The teacher plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are appropriate for all students.

Once you have reviewed any prior evaluation data and the rubrics, complete the **Teacher Self-Assessment Form** found on page 117. In each domain you will identify one competency as a strength and one as an area for development. Provide a brief rationale for why you have selected this competency as a strength/area for development. There should be a clear connection between the competency and its performance descriptors and your explanation/rationale in your self-assessment. The clearer you are when completing your self-assessment, the easier it will be to complete the Professional Growth Plan.



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

- 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.

- 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.

- The teacher does not link curriculum with prior knowledge, experience, and/or cultural contexts.

Teacher Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice
Domain 1 Planning and Preparation	<p><i>1C: 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. <u>The level of student choice in your class is impressive - it is clear that they find meaning in their work.</u>"</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 <u>87% reported that they felt they had choices in their learning activities.</u> 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>	
Professional Practice		

Note that in this example, the rationale for why TPP competency 1C is a strength draws on the language in the performance descriptor for the competency. Both reference the teacher's ability to link curriculum to students' interests by giving them choices in their learning.



Professional Growth Plans

After you complete your self-assessment, you will use it to identify your Professional Growth Goals for the upcoming school year. Every educator will set three Professional Growth Goals. The combination of these goals, along with the detailed steps for how they will be achieved, make up the Professional Growth Plan. Refer to the **Professional Growth Plan** on page 121 and the sample Professional Growth Goal on page 127 as you review the information in this section.

The Professional Growth Plan is your opportunity to narrow in on the areas for development you identified in your Self-Assessment and create a plan for improving your practice and skills in each area. The Professional Growth Plan form contains several parts. The first page asks for basic identifying information such as your name and school. The second page asks for the Professional Growth Goals you are setting for the upcoming school year and the evaluation component(s) to which they are aligned. The final column is a place to keep track of each goal's status throughout the school year.



Below is an overview of the first page of the **Professional Growth Plan**, which can be found on page 121.

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.

This is where you record your Professional Growth Goals. Each goal should be **specific** and **measurable**.

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

Identify the competency, prior feedback, etc. that led you to identify this as a goal.

During the course of the year, as you and your evaluator check in on your goals, each will be identified as "Achieved," "In Process" or "Not Achieved."



When you are filling out your Professional Growth Plan Form, keep in mind that the information included is meant to help you achieve your goals, so the more concrete and specific you make it, the better it will serve you as you work toward achieving your Professional Growth Goals. For each Professional Growth Goal, you will identify **action steps**. For each action step you will identify **benchmarks and data** to monitor your progress as well as **evidence of achievement** so you know what it looks like when you've completed your action step.

Action Steps

Action steps are the concrete and measureable steps you take in order to meet your Professional Growth Goal. As in the example below, if your goal is to *implement* effective strategies to check for student understanding, your first action step might be to do some research and identify the three best strategies for checking for student learning during instruction. Every Professional Growth Goal should have at least two action steps.

Professional Growth Goal #1: <i>To learn and implement effective strategies to check for student understanding</i>						
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>		Benchmarks and Data: <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>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
Action Step 1 <i>Learn 3 new research-based effective strategies to check for student understanding during instruction.</i>		<i>By 10/1/11</i> <i>Research strategies that exist and obtain resources for study (borrow or buy book(s) that contain appropriate strategies)</i>	<i>9/1/11 through 6/15/12</i> <i>Keep a weekly reflective journal, and/or enlist and implement a critical friends group</i>	<i>By 10/31/11</i> <i>Observe 2 colleagues who are effective at checking for student understanding during instruction</i>	<i>1/30 to 3/30/12</i> <i>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</i>	<ol style="list-style-type: none"> <i>1. Reflective Journal: reflections will demonstrate synthesis of new knowledge and reflections on teaching practice</i> <i>2. Observations conducted by colleagues: Observations will reveal how I check for understanding during instruction.</i>
		<i>read</i>	<i>and/or notes from Critical Friends meetings</i>	<i>Data: Observation notes indicating the focus on checking for understanding</i>	<i>Data: Observation notes and reflection indicating checking for understanding</i>	

This example Professional Growth Goal can be found on page 127

Benchmarks and Data

For each action step, you will identify **benchmarks and data** that you can use to monitor your progress. Benchmarks should be specific and have clear deadlines for success. The data is how you know each benchmark has been met. Data will vary based on the specific goal and benchmark.

Evidence of Achievement

For each action step, the **evidence of achievement** should involve a change in your practice and/or student learning. This example identifies observations revealing an improved ability to check for student understanding.

How to Develop Strong Professional Growth Goals

- Prior to setting Professional Growth Goals, review any prior evaluation data and complete the Teacher Self-Assessment Form found on page 117 of this guide.
- Professional Growth Goals should align with competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics as well as prior evaluation data.
- Good goals are 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 or necessary, seek assistance from fellow teachers or your evaluator with the development of action steps for each goal.** What development opportunities already exist within the school? Can you observe or shadow a colleague down the hall? Does the school have a library of resources that can be loaned to members of the staff?
- Pay attention to the benchmarks in the Professional Growth Plan and how these align with the plan for any school-wide professional development.

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. 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 Educator Improvement Plan** is found on page 129. It is similar to the Professional Growth Plan, and should be filled out in the same way. However, the Educator Improvement Plan will require more frequent benchmarks and data for each action step and clear responsibilities for the educator, the evaluator and any additional improvement team members.

The goal of the Educator Improvement Plan is to ensure that educators who are in need of intensive support receive it. . If, however, an educator does not adequately improve his or her performance, he or she may be subject to personnel actions. Each district will identify the specific personnel actions that may occur in such circumstances.



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 73) and the **Educator Professional Responsibilities Rubric** (page 85) will help you to identify both strengths and areas for development.

Accurately assessing competencies in Domains 1 and 4 in the Teacher Professional Practice Rubric will require additional evidence outside of classroom observation. At the Beginning-of-Year Conference, you and your evaluator will identify any sources of evidence (artifacts to review such as lesson plans or student work) you will need to produce for these competencies. It is the evaluator’s responsibility to determine the exact process for collecting and submitting any evidence, and to discuss this with the teacher as part of the Beginning-of-Year Conference. Additional guidance regarding evidence collection and review is provided on page 28. The evaluator will use the evidence collected, along with information from classroom observations, to holistically rate your performance on the Professional Practice Rubric according to the descriptors for each competency.

Evidence Quick Reference Tables

At the Beginning-of-Year Conference, you and your evaluator will determine what types of evidence will be used to assess each competency in the TPP and PR rubrics. Refer to the **Evidence Quick Reference Tables** on pages 73 and 85 for some commonly-used sources of evidence. Many, but not all competencies can be evaluated through classroom observation.

Competency	Classroom Observation	Artifact Review	Possible Artifacts
<i>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles</i>	○	●	▪ Lesson/unit plans



Teacher Professional Practice Rubric

The **Teacher Professional Practice Rubric** can be found on page 73. Details on scoring this rubric can be found in **Part Four** of this guide.

Each competency has **performance descriptions** for the four levels of performance: **Exemplary, Proficient, Emerging** and **Unsatisfactory**. Based on the evidence determined at the Beginning-of-Year Conference, your evaluator will make a determination on your level of performance for each competency in this rubric for your final summative rating.

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
2A. Demonstrates deep understanding of discipline/content			
<ul style="list-style-type: none"> The teacher communicates clear, concise, and accurate explanations. The teacher uses instructional materials and resources accurately to enhance student understanding of specific skills and concepts. The teacher engages students in a variety of explanations and multiple representations of concepts. The teacher represents and uses different viewpoints, theories, and methods of inquiry. 	<ul style="list-style-type: none"> The teacher provides clear, concise, and accurate explanations. The teacher uses appropriate instructional materials and resources to enhance student understanding of specific skills and concepts. The teacher engages students in a variety of explanations and multiple representations of concepts. 	<ul style="list-style-type: none"> The teacher provides accurate explanations that may not be clear and concise. The teacher uses instructional materials and resources that may not be appropriate for the grade level or content area. 	<ul style="list-style-type: none"> The teacher provides inaccurate explanations and uses inappropriate instructional materials and resources.
2A Score: _____			

Under each competency, the “Proficient” performance descriptor is in gray so you can quickly identify the behaviors and skills necessary to meet expectations for that competency

Each competency will be scored a 1, 2, 3 or 4. **No fractions or decimals are to be used for individual competency scores.**

Educator Professional Responsibilities

The **Professional Responsibilities Rubric** (found on page 85) is identical for all educators. It focuses on the contributions educators make as members of their learning community, in addition to leadership or teaching. 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 2A “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 educators 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 for proper assessment. These sources of evidence will be determined at the Beginning-of-Year Conference.



Professional Responsibilities Rubric

The **Educator Professional Responsibilities Rubric**, which applies to all educators, can be found on page 85. Details on scoring this rubric can be found in **Part Four** of this guide.

Slightly different than the Teacher Professional Practice Rubric, each competency in the **Professional Responsibilities Rubric** has performance descriptions for *three* levels of performance: **Exceeds Expectations**, **Meets Expectations** and **Does Not Meet Expectations**. Based on the evidence determined at the Beginning-of-Year Conference, your evaluator will make a determination on your level of performance for each competency in this rubric.

1B. Gives assistance to and seeks assistance from other educators in order to improve student learning

- 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.

- The educator gives assistance to and/or receives assistance from other educators in order to improve student learning.

- 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.

1B Score: _____

Under each competency, the “Meets Expectations” performance descriptor is in gray so you can quickly identify the behaviors and skills necessary to meet expectations of that competency

Each competency will be scored a 1, 2, or 3. **No fractions or decimals are to be used for individual competency scores.**



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 your evaluator should be clear about which sources of evidence should be collected or produced in order to fairly and accurately assess performance.** As the teacher, if you are unclear about the evidence you are to collect, ask your evaluator. 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 your responsibility as a teacher 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. Submit any evidence to be discussed with your evaluator, no later than one school day prior to an evaluation conference. During the year, it is possible that evaluators may identify additional evidence that needs to be collected and submitted – the need for additional evidence must be communicated to the educator and reasonable time must be provided to collect it.

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.



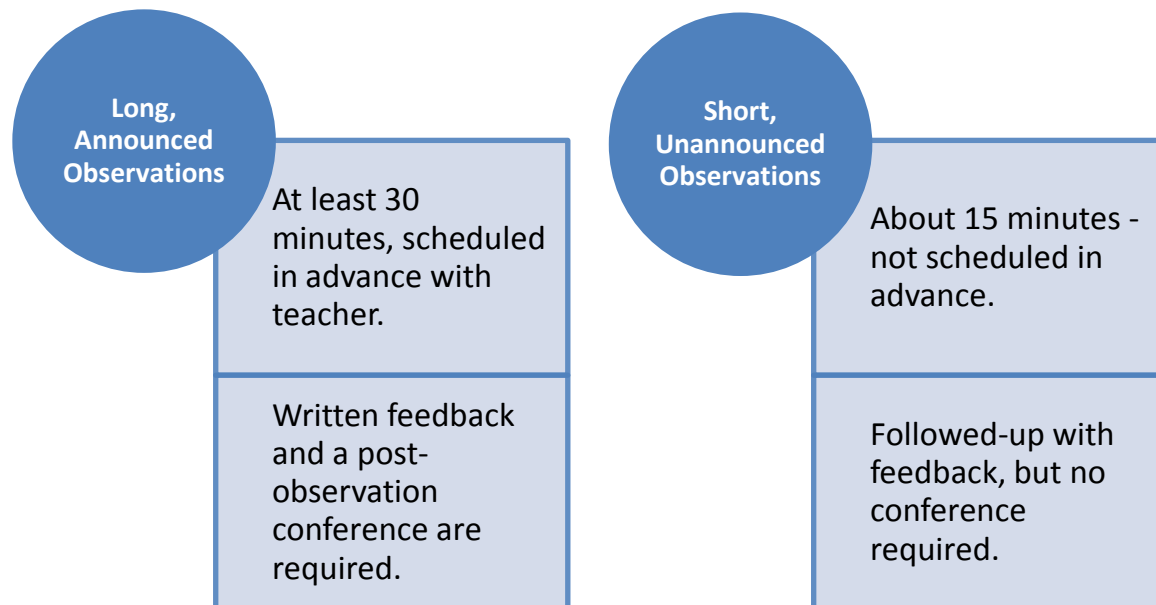
Observing Classrooms

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 a commitment to changing the way we interact as education professionals.

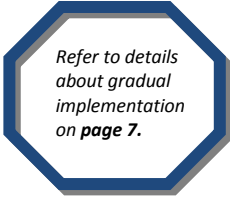
As a teacher, this means being prepared to have people in your classroom. The Rhode Island Model encourages evaluators to be frequent visitors, providing helpful advice that will help you reflect on your performance and improve the level of student achievement in your school. The guidelines in this section will help you understand the observation requirements associated with The Rhode Island Model.

Types of Observations

To develop a more accurate, holistic view of your practice as a teacher, your evaluator will use both long, announced observations and short, unannounced observations.



Long, Announced Observations: Evaluators will schedule a long observation (at least 30 minutes in length) in advance with you early in the year.



Your evaluator should conduct at least one long, announced observation in the first semester of the year, prior to the Mid-Year Conference.⁶ He or she should provide you with written feedback within two to three school days of the observation -- when possible, the same day as the observation.

Each long, announced observation should be accompanied by a post-observation conference held within five school days of the observation. During this conference, you and your evaluator will debrief the observation and discuss the written feedback, including identified strengths and areas for improvement. You and your 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 30 minutes.

In the event a post-observation conference falls near your Mid-Year Conference, your evaluator may choose to combine the post-observation conference and 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 33 of this guide.

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

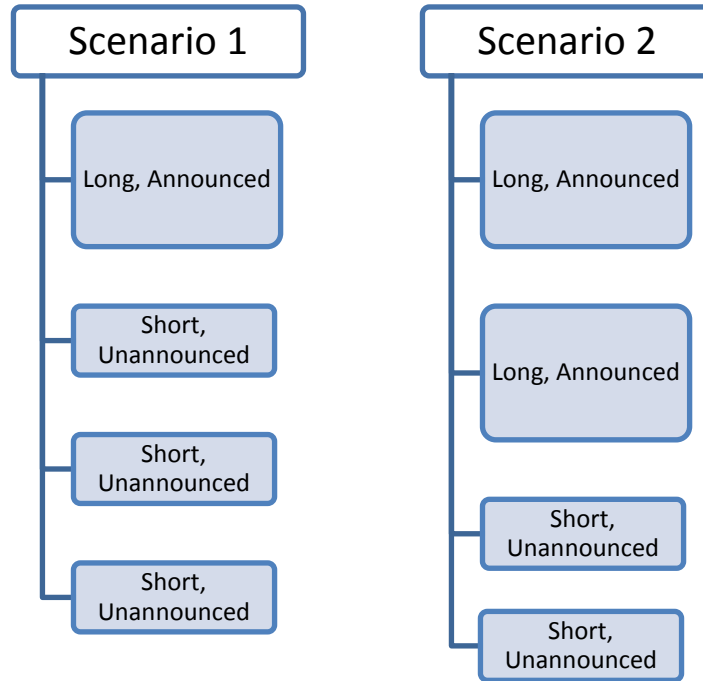
You will receive several unannounced observations, which may be shorter than the required long, announced observation. You should receive at least four total observations, including both longer, announced and shorter, unannounced observations. For instance, if you receive one announced observation, you should also receive at least three (preferably four to six) unannounced observations. However, if you receive a second announced observation, there could be one fewer unannounced observation. See the potential observation scenarios on the following page for more information.

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

⁶ In gradual implementation, observation schedules may differ from the full implementation requirements.



Potential Observation Scenarios⁷



The Teacher's Role in Classroom Observations

As a teacher, you are not expected to do anything out of the ordinary when your evaluator comes to your classroom for an observation. Classroom observations, along with the collection of other sources of evidence and measures of student learning, are designed to give evaluators as complete a picture of your performance as possible. At first, having someone watch you teach can be unnerving. However, remember that the purpose of the observations is to provide you with specific feedback on your practice, highlighting what you do well and what you need to improve.

Conferences

Conferences represent an opportunity to promote dialogue around the subject of continuous improvement. If this is a new experience for you and your evaluator, 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. Educators 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

⁷ These two scenarios represent the minimum requirements for observation when the model is fully implemented.



final effectiveness rating. The three evaluation conferences are all one-on-one conversations between you and your evaluator, as this will be a time to discuss your strengths and areas for improvement, as well as your past and present performance. This approach promotes honest, candid discussions while respecting your 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. When the Rhode Island Model was field tested in early 2011, teachers provided overwhelming feedback that having time with their colleague to prepare for evaluation conferences would be very helpful. To help build a strong professional community, your evaluator may also ask you to consult your peers when completing the Teacher Self-Assessment Form and drafting 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 you and your evaluator with an opportunity to discuss the lesson observed, evidence collected, identified strengths and areas for improvement. Pre-observation conferences can help set the context for an observation, but are not required.

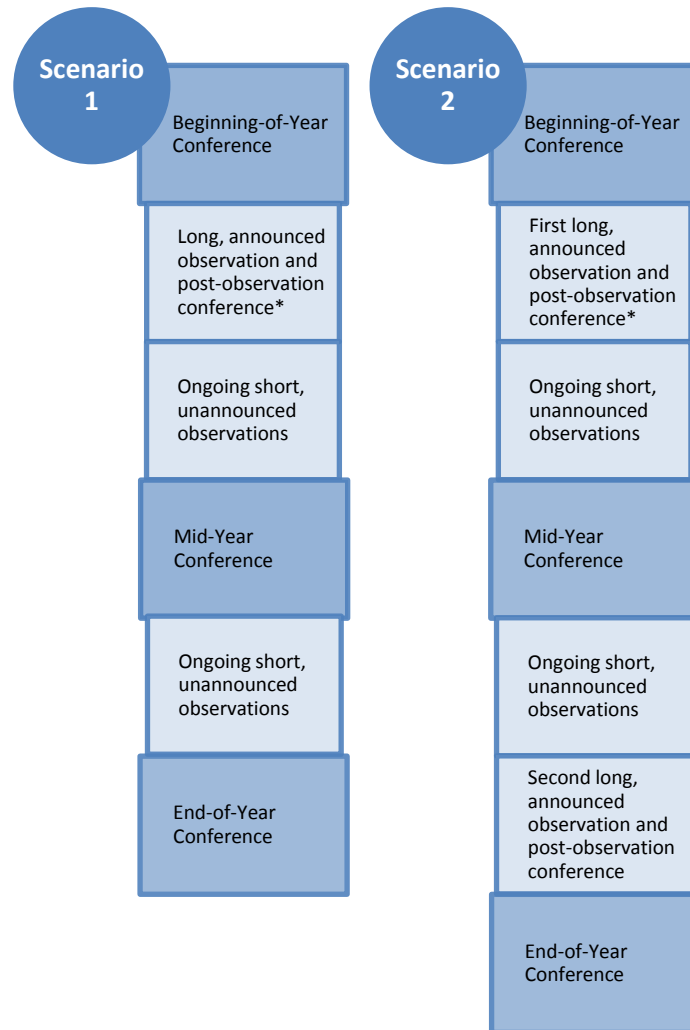
Scheduling Conferences

Evaluators will take responsibility for scheduling three evaluation conferences with you (at the beginning, middle and end of year). Your evaluator will schedule each conference at least five school days in advance.

There may be opportunities to combine an observation conference with an evaluation conference. For example, your evaluator may combine the Mid-Year Conference with a pre- or post-observation conference as long as the combined conference takes place within 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

The guidelines on the following pages will help teachers prepare for each of the three evaluation conferences with their evaluator.

Beginning-of-Year Conferences:

Review and approve the 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.
 - 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.
- 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 available student learning data 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 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 Professional Growth Plan.
- Complete the Mid-Year Conference Form (located on page 139).

During the Mid-Year Conference:

1. Review and discuss the Professional Growth Plan. Agree on any adjustments to the 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.
4. End the conference by discussing strategies to improve on the key areas for development, identifying professional development resources 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 teacher 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. On the Mid-Year Conference Form, (see page 139) evaluators must check a box if that teacher, based on performance to date, is in danger of receiving an Ineffective or Developing rating. If that teacher is in danger of receiving such a rating, the evaluator will identify clear benchmarks of performance so that the teacher is clear about what is expected of him or her in order to receive an Effective rating. These benchmarks may be part of an official Improvement Plan or changes to the current Professional Growth Plan.



End-of-Year Conferences:

Review student learning data, including the results of summative assessments. The evaluator determines scores for Student Learning Objectives. 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 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 141).

During the End-of-Year Conference:

1. Review and discuss the Professional Growth Plan, setting the stage for a professional conversation about your overall performance.
2. The evaluator shares the overall Teacher Professional Practice and Professional Responsibilities ratings, along with any rationale and summative feedback.
3. Review the student learning data. Evaluator shares the overall Student Learning Objective Score, along with any rationale and summative feedback.
4. The teacher and evaluator discuss the conference form, pausing to ask and answer any questions. 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) as well as strategies to leverage and build upon strengths.

After the End-of-Year Conference:

- The evaluator makes copies of all forms and provides copies to the teacher.
- The evaluator follows district guidelines/protocols for reporting teacher evaluation ratings.



Organization Tips for Teachers

For many schools and districts, implementing the Rhode Island Model will be challenging work in the first year; however, it is the right work in order to provide teachers and building administrators with accurate, timely feedback on their performance. From a teaching perspective, one of the most important aspects of this process is advance planning. Building administrators will drive the evaluation process by developing their own Professional Growth Plan and school-wide Student Learning Objectives during the summer⁸. It's crucial for you as a teacher to maintain a high degree of collaboration with your colleagues as you prepare for evaluation conferences, set Student Learning Objectives and work toward achieving your Professional Growth Goals. Once your building administrator sets the school-wide Student Learning Objectives, it is important to review them before the school year begins, and to begin thinking about how your own Student Learning Objectives will align to those of the school.

<i>Timeline of Evaluation Responsibilities</i>	
Prior to beginning of school year	<ul style="list-style-type: none"> Meet with other teachers for the purpose of developing common assessments (if necessary/possible) and setting Student Learning Objectives together that align with the school-wide Student Learning Objectives. <ul style="list-style-type: none"> Collect and analyze all available student learning data about the students you are teaching this year (as well as data related to how students performed in your class in prior years). Review prior evaluation data, the Teacher Professional Practice Rubric and the Professional Responsibilities, and begin to determine areas of strength and areas for improvement.
September	Beginning-of-Year Conferences with your evaluator <ul style="list-style-type: none"> Set Student Learning Objectives. Set Professional Growth Plan. Determine the evidence you will collect related to the competencies in the Teacher Professional Practice Rubric and the Educator Professional Responsibilities Rubric.
September - December	Be observed at least twice. One of these observations should be longer and announced.
January	Mid-Year Conferences with your evaluator <ul style="list-style-type: none"> Submit and review mid-year student learning data, adjusting Student Learning Objectives if necessary. Review observation data collected and feedback shared to date. Submit and review any available evidence for non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubric. Review Professional Growth Plan, adjusting if necessary.
February - May	Be observed

⁸ 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.



Timeline of Evaluation Responsibilities (continued)

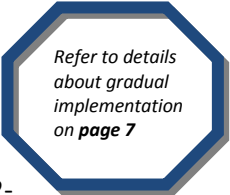
May	<p>Prepare for End-of-Year Conferences with your evaluator.</p> <ul style="list-style-type: none">• Submit the following information to your evaluator:<ul style="list-style-type: none">○ Any remaining sources of evidence related to non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics.○ Final results and scores for each source of evidence related to Student Learning Objectives.• Review your Professional Growth Plan.• Participate in the End-of-Year Conference with your evaluator.
June	<ul style="list-style-type: none">• Reflect on the past year and begin considering next year’s Student Learning Objectives and Professional Growth Goals.



PART THREE: Measures of Student Learning

Across the country, effective teachers 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 teachers 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 a set of 4-6 Student Learning Objectives.⁹ Starting in the 2012-2013 school year, teachers who are responsible for student learning in ELA and mathematics in grades 3-7 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>.



Refer to details
about gradual
implementation
on page 7

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 you will set for groups of students. It must be specific, measureable, based on available prior student learning data, and aligned to state standards¹⁰, as well as relevant 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** require students to make a certain amount of progress from a baseline measure toward a clear benchmark of performance (e.g., all students will move up 3 reading levels within one year). Objectives based on **mastery** require students to

⁹ Recognizing gradual implementation is a chance to learn about the system, we encourage administrators to provide RIDE with 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.

¹⁰ 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).



demonstrate a particular level of skill and knowledge in that specific course content, regardless of any baseline measures (e.g., all students will be reading level W texts by the end of the year).

As a teacher, you will work together with other 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 will use the same set of objectives, although specific **targets** may vary if student starting points differ between classes. You may add additional objectives beyond the required 2-4 range if your teaching context requires it (e.g., you are teaching more than 4 different subjects).

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 and measured. 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 teachers 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 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 teachers in isolation; rather, they are developed by grade-level teams or groups of content-alike teachers and, are aligned to district and school priorities, wherever possible.¹¹ Teachers will be responsible for two to four Student Learning Objectives¹².

¹¹ 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.

¹² Teachers in gradual implementation districts will set at least two Student Learning Objectives in 2011-2012.



To help teachers set their Student Learning Objectives, 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. Once school-level objectives are finalized and aligned with district priorities, you will need to work with your colleagues to develop classroom-level objectives that align with the school-level goals. If you teach a course that cannot be aligned to school-level objectives, your evaluator will work with you to develop Student Learning Objectives that complement the school's priorities.

The Anatomy of a Student Learning Objective

Student Learning Objectives consist of several different components. Refer to the **Student Learning Objective Teacher Form** on **page 101** as you review the section below.

The **Statement of Objective** is a one to two sentence statement about your long-term academic goal for students. You will also identify your Objective as one based on progress or mastery.

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?)*

The **Aligned Standards** are exactly which standards (Grade Span Expectations/Grade Level Expectations and/or the Common Core) are addressed by your objective. You may identify them by their abbreviations (e.g. GSEs: 9-12 M1-1, M4-1, M4-2)

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.



The category **Students** refers to the group(s) of students included in your Objective. Identify exactly how many students are included, from which classes (especially if you teach more than one course) and any other identifying information if it is relevant to your Objective (e.g. ELL status)

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

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

Interval of Instruction refers to the length of time you will spend teaching the content and skills addressed in the objective. Usually, this will be one school year. If you teach a course that is not a year-long course, (semester or trimester) select an interval of instruction that aligns with your course schedule.



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 (e.g., 80%-95%), as long that majority contains a natural distribution of subgroups (students receiving special education services, for example) and no subgroup is disproportionately excluded.

Targets and Evidence is typically the most detailed portion of the Student Learning Objective Form.

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.

The **evidence** is the measurement tool to determine how much students learn. 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.

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?)*

Administration & Scoring explains how the evidence will be collected and reviewed. Explain the process for giving any assessments, including how they will be scored (e.g., externally, by you, or in collaboration with other teachers).

The **Rationale for Target** is the explanation for why these targets were selected. Any available baseline data about your students is reported here.



Processes: Setting and Revising Objectives

Setting Student Learning Objectives

Setting Student Learning Objectives requires being able to answer three key questions. These questions should be answered with your colleagues, not in isolation:

1. *What are the most important things my students must learn?*
2. *How will I measure how much my students learn?*
3. *Based on what I know about my students, what is a rigorous, but attainable target for how much my students should learn?*

Begin the process of setting Objectives by working with your colleagues to determine the most important standards and content in your grade(s) and subject(s). Ideally, these discussions will occur just before school starts or early in the year. In some cases, priority standards or content may already be identified by your school in district.

Once you identify the priority standards and content of your Student Learning Objectives, determine how you will measure your students' learning over the course of the year. What assessments are available? Are they of high quality? Are they common to other teachers who teach the same grade(s) and subject(s)?

Finally, gather all available data and historical information you have on current students in order to set numerical targets for how much they will learn over the course of the instructional period. Pre-test data and/or assessment data from the prior year can be used to set quantifiable targets for your students. Targets should always be set using the highest quality source of evidence available. Targets should be rigorous and attainable for all students and/or ambitious based on the past performance of similar cohorts of students, when taught with best practices from the school, district, or outside the district.

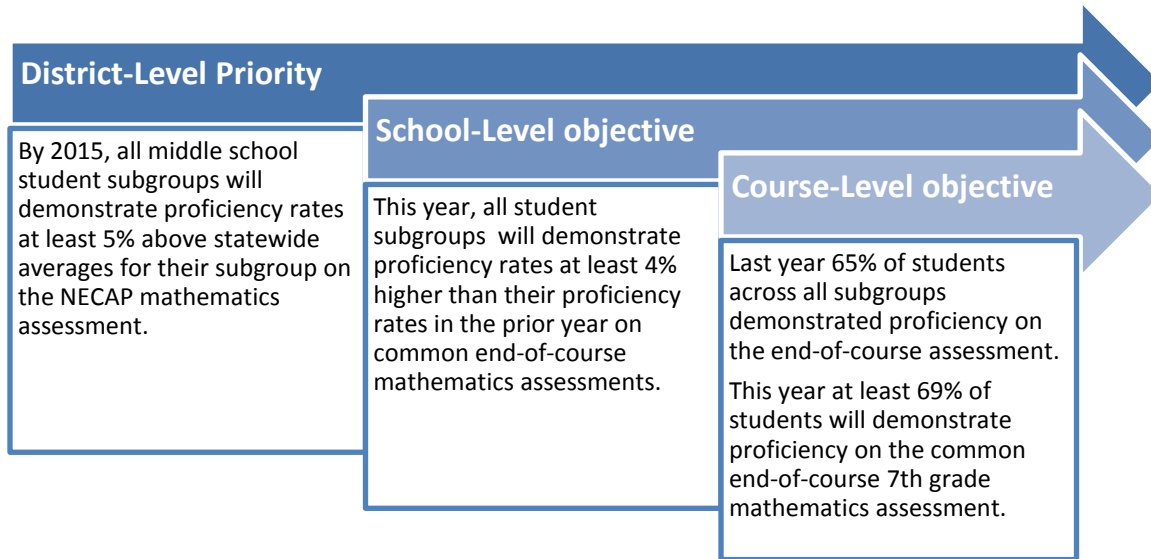
Student Learning Objectives must be able to be scored in time for use in calculating summative evaluation ratings (student results available by the end of May for teachers, by the end of June for building administrators). For this reason, some common assessments that report scores in the summer (e.g., Advanced Placement exams) 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 teachers in applicable subject areas and grade levels¹³). School-level objectives, in turn, should be consistent with key district goals and priority metrics and/or the school or district improvement plan.

¹³ 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



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



A Team Process for Setting Student Learning Objectives

As a teacher, you will want to know that colleagues in similar roles are being evaluated on similar measures of student learning. 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 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 you may set targets for your Student Learning Objectives individually, based on the starting points of your actual students, these targets should be discussed with other teachers of the same courses to ensure consistency of rigor of expectations for students across classes. If the students in your classes do not have demonstrably different starting points from those of your colleague's, your targets should be the same. If you are the sole teacher for a particular grade and subject combination and do not have a team with which to develop Student Learning Objectives, you are encouraged to collaborate with teachers of the same course across the district or with teachers of other grades/content areas within your school. Your evaluator's role is to provide opportunities for these grade-level/department team meetings and to ensure that Student Learning Objectives are of uniformly high quality across grade-

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.

levels and content areas, with rigorous, quantifiable targets set for student performance based on high-quality sources of evidence.

Student Learning Objectives: Working in Teacher Teams to Set Objectives

1. Prior to the start of the year, building administrators will 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 (and possibly teachers) identify any district-wide assessments and school-level assessments that must be used to measure student learning.
3. Teachers meet in grade levels/departments or other configurations to determine the following:
 - 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.
4. Individual teachers take the information from these meetings, review the available student learning data associated with the students they are teaching, and set targets for their students based on this information.



Approval of Student Learning Objectives

Criteria for Acceptable Student Learning Objectives

After you set your Student Learning Objectives, they need to be approved by your evaluator. 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 you plan 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).

As a rule, if an Objective is met, it 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 you 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 your 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 your objective will be measured using a school-based assessment*, (e.g., one that is not used by teachers outside of the school), the assessment and scoring tool must be reviewed using the following criteria:

Criteria for Reviewing Sources of Evidence	
Content	<ul style="list-style-type: none"> ▪ Do items align to the scope of RI/district/school-approved standards, curriculum and content/skills for the course? ▪ Would mastering this content be a “big win” for students learning this subject at this grade-level? ▪ 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? ▪ (Where appropriate): Do the items measure students’ attainment of individualized IEP goals?
Rigor	<ul style="list-style-type: none"> ▪ Are the items appropriately challenging (e.g., right level of Bloom’s Taxonomy, Webb’s cognitive complexity)? ▪ Do items require appropriate critical thinking and application? ▪ Are there some items that are at a level of difficulty such that only a few students will get them correct (stretch)? ▪ Do multiple choice items include answer choices that make the questions rigorous (more than one choice is plausible)? ▪ 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? ▪ At HS level, are items designed at the bars that students will see in entrance and certification exams (e.g., SAT)?



Criteria for Reviewing Sources of Evidence (continued)	
Format	<ul style="list-style-type: none"> Are items designed such that wrong answers will identify students' levels of knowledge/mastery?
Timing of Results Availability	<ul style="list-style-type: none"> 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.
Fairness	<ul style="list-style-type: none"> Are the items free from words and knowledge that are idiosyncratic to particular ethnicities, subcultures, and genders? Are appropriate accommodations available and provided to students as needed?
Reliability	<ul style="list-style-type: none"> Is there sufficient number of items in multiple formats for each important, culminating, overarching skill?
Scoring	<ul style="list-style-type: none"> 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? Does scoring give appropriate weight to the essential aspects?

Monitoring Student Learning

After your Student Learning Objectives are approved at the beginning of the year, it will be important for you to continue monitoring student progress toward those Objectives. This can be done in a number of ways: a grade book, an online data management system, a simple spreadsheet, etc. Discuss this with fellow teachers and determine if there is a common way for you and your colleagues to track student progress. Since your Objectives will be very similar, it will allow for meaningful discussions about student learning and instructional practice and allow you to easily compare student progress.

Example Student Data Tracker

	Standard 1				Standard 2				TOTAL
Assignment	Performance Task 1	Performance Task 2	Interim Assessment	Unit Test	Performance Task 3	Performance Task 4	Interim Assessment 2	Portfolio	
Points Possible	10	10	25	100	25	10	25	100	305
Student A	9	9	22	80					120
Student B	6	8	21	77					112
Student C	5	6	14	73					98
Student D	8	9	21	94					132
Student E	6	10	20	70					106
Student F	5	7	19	58					89
Student G	4	6	16	50					76
Student H	7	10	25	83					125
Student I	8	9	25	91					133
Student J	9	10	20	98					137
Student K	2	6	12	54					74
Student L	5	7	24	60					96
	6	4	17	64					91
Class Average	6.15	7.93	20.07	75.14	25.00	10.00	25.00	100.00	



Revisiting and Revising Student Learning Objectives at the Mid-Year Conference

During the Mid-Year Conference, to be held in January or February, you and your evaluator will check-in regarding progress toward your Student Learning Objectives. Prior to the conference, submit student learning data for your evaluator to review that pertains to your Student Learning Objectives. The data you submit may be focused primarily on formative or interim assessment results, as summative data may not yet be available.

Your evaluator will not assign any ratings to Student Learning Objectives at the Mid-Year Conference. The purpose of this review of student learning data is to add context to your observed performance and enhance the discussion of your instructional strengths and areas for improvement as they pertain to student learning. Be prepared to answer the following questions from your evaluator:

- 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?



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, you and your 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 sources of evidence 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, if necessary:

- At least 48 hours (2 school days) prior to the Mid-Year Conference: You share student learning data to date with evaluator.
- At Mid-Year Conference: You and your evaluator discuss Student Learning Objectives.
- Within 48 hours (2 school days) following Mid-Year Conference: You revise Student Learning Objectives and send to your evaluator. Evaluator approves changes as discussed, or continues to work with you 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

Prior to the End-of-Year Conference, you will need to submit all available student learning data to your evaluator. Before the conference, your evaluator will 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.

Each individual Student Learning Objective is scored as “met,” “not met,” or “exceeded” based on available student learning data.

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

After rating each objective individually, the evaluator will make a holistic judgment about your overall impact on student learning. Using the Student Learning Objective Scoring Guidelines on the following page, your evaluator will look at the whole body of evidence across all Student Learning Objectives and assign an overall Student Learning Objective rating. When the results do not clearly indicate an overall rating, evaluators will draw on their expertise and use their own judgment. If you are basing your Student Learning Objectives on assessments given at the end of the year, your End-of-Year Conference may occur before this data is available and you may not receive your final effectiveness rating until your student learning data is submitted and reviewed by your evaluator.



Guidelines for Scoring Student Learning Objectives

After rating each Student Learning Objective individually, evaluators will select the category 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

Beginning-of-Year Conferences:

The evaluator reviews and approves Student Learning Objectives.

Prior to the Beginning-of-Year Conference:

The **teacher** should:

- Collect and analyze relevant student learning data.
- 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.
- Complete the Student Learning Objective Form for his or her own classes.
 - 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:

- If possible, meet with teacher teams as they plan their Student Learning Objectives.
- Review the teacher's Student Learning Objectives and any relevant student learning data
- If a teacher-created or teacher-obtained assessment is being used, review the assessment and scoring tool.

During the Beginning-of-Year Conference:

1. Review and discuss the relevant student learning data and Student Learning Objectives.
 - a. If necessary, make any adjustments to the Student Learning Objectives.
2. If changes do not need to be made to the Student Learning Objectives, the evaluator may approve both by signing each document.
3. Establish clear next steps for the evaluator and teacher after the conference.

After the Beginning-of-Year Conference:

- 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.



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 the 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, 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 sources of evidence 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. The evaluator determines 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 student achievement data they need to make informed decisions.

Supporting Materials

- A. Student Learning Objective – Teacher Form (page 101): 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 103): 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. Frequently Asked Questions about Student Learning Objectives for Teachers (page 105): This FAQ is designed to answer a few of the most commonly asked questions related to teachers' Student Learning Objectives.
- D. Exemplars (page 109): 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 you and your 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 into the Student Learning matrix to calculate the teacher's Student Learning rating, as described in **Part Four** 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 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 classroom or 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	



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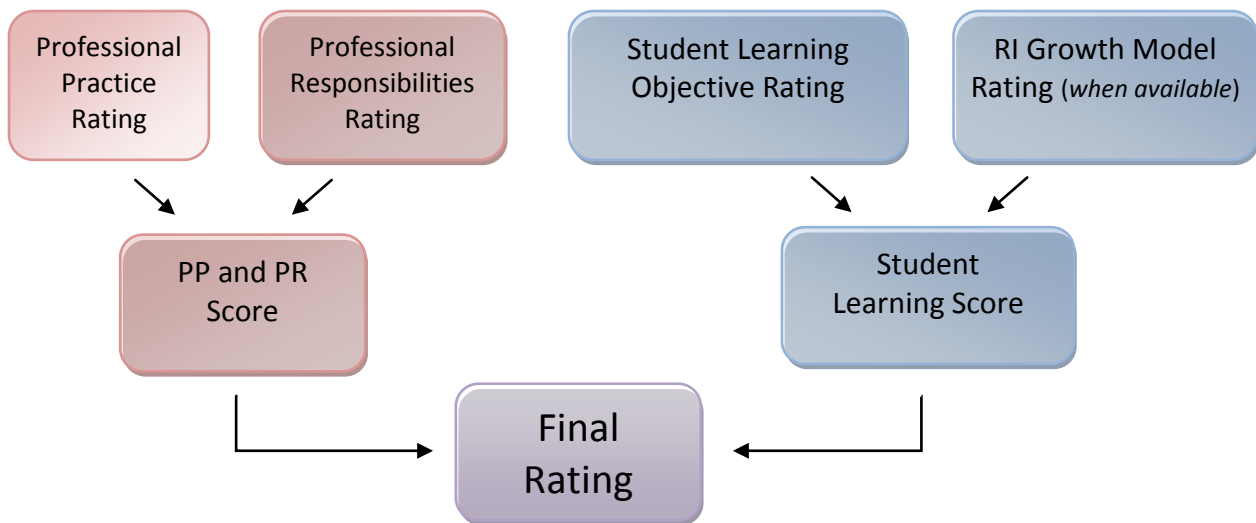
PART FOUR: Calculating a Final Effectiveness Rating

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 teachers:

- Evaluators should refer to all available data related to the teacher’s performance over the course of the year, including any evidence, observation notes, and written feedback they have provided.
- The evaluator will review performance descriptors for each Professional Practice competency and select the level for each competency which describes the teacher’s performance. If a teacher’s practice does not neatly fit descriptors at a single performance level, the evaluator will choose the level that is the closest overall match. Each competency must receive one whole number score (e.g., 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 will be between 21 and 84)
 - Professional Responsibilities Rubric = 10 competencies (total will be between 10 and 30)

<i>Teacher Professional Practice</i>	
<i>Domain 1 Total</i>	
<i>Domain 2 Total</i>	
<i>Domain 3 Total</i>	
<i>Domain 4 Total</i>	
TOTAL (/84)	

<i>Educator Professional Responsibilities</i>	
<i>Domain 1 Total</i>	
<i>Domain 2 Total</i>	
<i>Domain 3 Total</i>	
<i>Domain 4 Total</i>	
TOTAL (/30)	

- 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 (teachers and building administrators) 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 your 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 your overall impact on student learning. Using the Student Learning Objectives Guidelines found on page 53, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign 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 the category that best describes the teacher’s overall attainment of the objectives from the guidelines 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.

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 Rating 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 score.)

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 results in a final effectiveness rating of “Effective.”

Calculating the Final Effectiveness 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

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

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

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

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 Educator 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 the 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 resulting 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, based on the Self-Assessment and 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 comparing 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 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 the same matrix as 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 state and national teaching standards. They are an outgrowth of the Rhode Island Beginning Teacher Standards (RIBTS) that were developed in 1994. These



standards were used to develop the Teacher 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 Learning 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 relate 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.

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Appendix A: Rubrics



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Teacher Professional Practice - Evidence Quick Reference Table

○ Less Likely Evidence Source	◐ Possible Evidence Source	● Key Evidence Source
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Domain	Competency	Classroom Observation	Artifact Review	Possible Artifacts
Planning and Preparation	<i>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles</i>	○	●	▪ Lesson/unit plans
	<i>1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum</i>	◐	●	▪ Lesson/unit plans ▪ Copies of curricular materials
	<i>1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts</i>	○	●	▪ Lesson/unit plans ▪ Student work ▪ Student data
	<i>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</i>	◐	●	▪ Lesson/unit plans ▪ Student work ▪ Student surveys
Learning and Teaching	<i>2A. Demonstrates a deep understanding of discipline/content</i>	●	○	▪ Copies of instructional materials
	<i>2B. Uses questioning techniques that encourage critical thinking and problem solving</i>	●	○	▪ n/a
	<i>2C. Makes cross-content connections and creates interdisciplinary learning experiences</i>	◐	◐	▪ Lesson/unit plans ▪ Student work
	<i>2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives</i>	●	◐	▪ Student work (esp. formative assessments)
	<i>2E. Uses multiple teaching and learning strategies to engage students</i>	●	◐	▪ Lesson/unit plans ▪ Student surveys
	<i>2F. Frequently checks for and responds to student understanding during instruction</i>	●	○	▪ n/a
	<i>2G. Uses and models effective communication</i>	●	○	▪ n/a
	<i>2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs</i>	●	◐	▪ Lesson/unit plans
Classroom Environment	<i>3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials</i>	●	○	▪ n/a
	<i>3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks</i>	●	○	▪ Student surveys
	<i>3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior</i>	●	○	▪ Discipline reports
	<i>3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning</i>	●	○	▪ n/a
Assessment, Reflection and Improvement	<i>4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans</i>	◐	●	▪ Copies of assessments ▪ Data reports
	<i>4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning</i>	◐	●	▪ Graded student work
	<i>4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop</i>	◐	●	▪ Student work ▪ Self-assessment rubrics
	<i>4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues</i>	○	●	▪ Records of communications with parents/colleagues ▪ Journals ▪ Student records
	<i>4E. Maintains useful records of student work and performance and communicates student progress responsibly</i>	○	●	▪ Copies of student records ▪ Student progress reports ▪ Copies of grade book



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Teacher Professional Practice Rubric

Teacher Professional Practice - Domain 1: Planning and Preparation			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles			
<ul style="list-style-type: none"> 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. Objectives are specific, measureable, aligned to standards, time bound, and appropriate for all students. 	<ul style="list-style-type: none"> The teacher plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are appropriate for all students. 	<ul style="list-style-type: none"> The teacher inconsistently plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives may not be specific and/or appropriate for all students. 	<ul style="list-style-type: none"> 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. Objectives are not identified or not specific and appropriate for all students.
			1A Score: _____
1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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).
			1B Score: _____

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"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately links curriculum with prior knowledge, experience, and/or cultural contexts. 	<ul style="list-style-type: none"> The teacher does not or rarely links curriculum with prior knowledge, experience, and/or cultural contexts.
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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"> 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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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).
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1D Score: _____

DOMAIN 1 (PLANNING AND PREPARATION) TOTAL: _____

Possible sources of evidence for this domain:

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



Teacher Professional Practice - Domain 2: Classroom Instruction

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



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

<ul style="list-style-type: none"> The teacher makes cross-content connections to a variety of content areas and creates interdisciplinary learning experiences. 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). 	<ul style="list-style-type: none"> The teacher makes cross-content connections and creates interdisciplinary learning experiences. Students' access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately attempts to make cross-content connections and create interdisciplinary learning experiences. 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). 	<ul style="list-style-type: none"> The teacher does not or rarely attempts to make cross-content connections and create interdisciplinary learning experience, or does so inaccurately. 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).
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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"> The teacher implements instruction that communicates a clear purpose for learning that is specific, measureable, and aligned to standards. The teacher continually monitors learning during instruction to maintain focus on learning objectives and adjusts instruction as needed. Students hold themselves accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher implements instruction that communicates a purpose for learning that is specific, measureable, and aligned to standards. The teacher monitors learning during instruction to maintain focus on learning objectives. Students are held accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher implements instruction that inconsistently communicates a purpose for learning. The teacher attempts to monitor learning during instruction. Students are not held accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher does not or rarely implements instruction that communicates a purpose for learning. The teacher does not or rarely monitors learning during instruction. Students are not held accountable for achieving learning objectives.
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2D Score: ____



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

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

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

<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher frequently checks for understanding of group or individual students during instruction and uses this information to address misunderstandings and guide ongoing instruction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher does not or rarely checks for understanding during instruction and does not use this information to address misunderstandings and guide ongoing instruction.
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2F Score: ____



2G. Uses and models effective communication

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

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

<ul style="list-style-type: none"> 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. Specific roles are closely aligned to individual and group needs. 	<ul style="list-style-type: none"> The teacher assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles address learner needs. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles may not address learner needs. 	<ul style="list-style-type: none"> The teacher does not or rarely assumes various roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles do not or rarely address learner needs.
---	--	---	--

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



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

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

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"> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. Students can clearly communicate class expectations (e.g., rules, procedures) and hold themselves responsible for their own learning. 	<ul style="list-style-type: none"> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. Students can communicate class expectations (e.g., rules, procedures) and are held responsible for their own learning. 	<ul style="list-style-type: none"> The teacher does not consistently communicate high expectations for all students and/or guide them to assume responsibility for their learning. Students may struggle to communicate class expectations or communicate them incorrectly and may not assume responsibility for their own learning. 	<ul style="list-style-type: none"> The teacher communicates inappropriate and/or low expectations for students. Students struggle or are unable to clearly communicate class expectations, and do not assume responsibility for their own learning.
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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)
4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans			
<ul style="list-style-type: none"> The teacher uses a variety of formal and informal assessment strategies that are aligned to learning objectives. Data is used by teacher and students to monitor progress, adjust instruction, and modify future instruction. 	<ul style="list-style-type: none"> The teacher uses a variety of formal and informal assessment strategies. Data is used by teacher to monitor progress, adjust instruction, and modify future instruction. 	<ul style="list-style-type: none"> The teacher uses a limited variety of formal or informal assessment strategies to monitor student progress. Data on student progress is inconsistently or at times inappropriately used to adjust and/or modify future instruction. 	<ul style="list-style-type: none"> The teacher does not use or rarely uses an assessment strategy to monitor student progress. Data on student progress is not used or rarely used to adjust and/or modify future instruction.
			4A Score: ____
4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning			
<ul style="list-style-type: none"> 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. Students independently incorporate feedback in their learning. 	<ul style="list-style-type: none"> The teacher provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. Students use the feedback to revise work or improve learning. 	<ul style="list-style-type: none"> The teacher inconsistently provides students with feedback and/or has not effectively taught them to use feedback in their learning. Students struggle to use the feedback to revise work or improve learning. 	<ul style="list-style-type: none"> The teacher does not or rarely provides students with feedback. Students do not use or rarely use feedback to revise work or improve learning.
			4B Score: ____
4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop			
<ul style="list-style-type: none"> 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. Students independently reflect on a variety of skills and concepts and can clearly articulate personal goals, strengths, and areas to develop. 	<ul style="list-style-type: none"> 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. Students reflect in multiple ways and can articulate personal goals, strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher inconsistently engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). Students inconsistently reflect on their learning and struggle to articulate goals, personal strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher does not or rarely engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). Students do not or rarely reflect on their learning and are unable to articulate personal goals, strengths, and areas to develop.
			4C Score: ____



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

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

4E Score: _____

DOMAIN 4 (ASSESSMENT, REFLECTION AND IMPROVEMENT) TOTAL: _____

Possible sources of evidence for this domain:

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

<input type="radio"/> Less Likely Evidence Source	<input checked="" type="radio"/> Possible Evidence Source	<input checked="" type="radio"/> Key Evidence Source
---	---	--

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



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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)
1A. Leads, supports, and/or participates in school/district-based initiatives and activities		
<ul style="list-style-type: none"> The educator consistently leads school/district-based initiatives and activities. 	<ul style="list-style-type: none"> The educator leads, supports, and/or participates in school/district-based initiatives and activities. 	<ul style="list-style-type: none"> The educator rarely leads, supports, and/or participates in school/district-based initiatives and activities or contributes in a non-constructive manner.
1A Score: _____		
1B. Gives assistance to and seeks assistance from other educators in order to improve student learning		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The educator gives assistance to and/or receives assistance from other educators in order to improve student learning. 	<ul style="list-style-type: none"> 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.
1B Score: _____		
DOMAIN 1 (COLLABORATES AND CONTRIBUTES TO THE SCHOOL COMMUNITY) TOTAL: _____		
<p>Possible sources of evidence for this domain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communication with others <input type="checkbox"/> Journals/reflections <input type="checkbox"/> Professional development artifacts <input type="checkbox"/> Meeting minutes or agendas <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 		



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

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

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)
4A. Develops and maintains an understanding of current state, district, and school policies and initiatives		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The educator develops and maintains an understanding of current state, district, and school policies and initiatives. 	<ul style="list-style-type: none"> The educator demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives.
		4A Score: _____
4B. Follows all federal, state, district, and school policies		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The educator follows all federal, state, district, and school policies. 	<ul style="list-style-type: none"> The educator fails to consistently follow some federal, state, district, and school policies.
		4B Score: _____
4C. Maintains professional standards guided by legal and ethical principles		
<ul style="list-style-type: none"> The educator maintains professional standards, guided by legal and ethical principles, and contributes to the clarification and sharing of current professional standards. 	<ul style="list-style-type: none"> The educator maintains professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> The educator fails to consistently maintain professional standards guided by legal and ethical principles.
		4C Score: _____



4D. Engages meaningfully in the professional development process

<ul style="list-style-type: none">The educator engages meaningfully and enthusiastically in the professional development process; this development leads to improved practice in self and/or colleagues.	<ul style="list-style-type: none">The educator engages meaningfully in the professional develop process.	<ul style="list-style-type: none">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



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Appendix B: Observation and Feedback Forms



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Classroom Observation Running Record Form

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

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



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



Classroom Observation Feedback Form

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

Domain	Observation Feedback
	*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	

Summary Feedback	
Strengths:	
Areas for Improvement:	

Observer Signature: _____
 Date: _____

Teacher Signature: _____
 Date: _____



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Appendix C: Student Learning Objectives



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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"/>

NOTE

Student Learning Objectives – Teacher Guidance

<i>Statement of Objective</i>	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.
<i>Rationale</i>	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.
<i>Aligned Standards</i>	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).
<i>Students</i>	The teacher should identify how many students are included in the objective, and from which classes. All students a teacher teaches will 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.
<i>Interval of Instruction</i>	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.
<i>Target(s) & Evidence</i>	<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>
<i>Rationale for Target(s)</i>	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.
<i>Administration & Scoring</i>	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.
<i>Approval of Objective</i>	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.
<i>Results</i>	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.
<i>Scoring</i>	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.



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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.¹⁴

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.

¹⁴ 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>

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Exemplar 1A - Student Learning Objective: High School Mathematics

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: High School Mathematics

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: Middle School Band

Name: MS Band

Content Area: Concert Band

Grade Level: 8th 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: Middle School Band

Name: MS Band

Content Area: Concert Band

Grade Level: 8th 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.



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Appendix D: Support and Development Forms



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Teacher Self-Assessment Form

Name:			
School:		District:	
Grade Level(s):		Subject(s):	
Date Developed:			

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.

1. **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.

2. **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.

3. 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

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



Professional Growth Goal #1:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <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>				Evidence of Achievement: <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:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <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>				Evidence of Achievement: <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:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <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>				Evidence of Achievement: <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:	



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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.

Professional Growth Goal #1: To learn and implement effective strategies to check for student understanding					
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <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>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1 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	<ol style="list-style-type: none"> <i>Reflective Journal:</i> reflections will demonstrate synthesis of new knowledge and reflections on teaching practice <i>Observations conducted by colleagues:</i> Observations will reveal how I check for understanding during instruction.
	Data: Resources obtained and read	Data: Reflective journal, and/or notes from Critical Friends meetings	Data: Observation notes indicating the focus on checking for understanding	Data: Observation notes and reflection indicating checking for understanding	



Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <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>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 2 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	_/_/_	<ol style="list-style-type: none"> 1. Lesson plans will include details that elicit checking for understanding 2. Videotapes will include evidence of effective checking for understanding 3. Student work will include segments where students are checking for their own understanding as well as providing the teacher with evidence of understanding.
	Data: Lesson plans include details that elicit checking for understanding	Data: Notes from self reflection and critique of the video are focused on checking for understanding	Data: Student work	Data:	



Educator Improvement Plan

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

<p>Benchmarks and Data: <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>Evidence of Achievement: <i>How do you know that your goal has been met?</i></p>
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Action Step 2:					
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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: <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>	Evidence of Achievement: <i>How do you know that your goal has been met?</i>
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Action Step 2:					
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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):

Benchmarks and Data: <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>	Evidence of Achievement: <i>How do you know that your goal has been met?</i>
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Action Step 2:					
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Professional Responsibilities	Comments
	<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.



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.

Exceptional Attainment (5)	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 (4)	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 (3)	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 (2)	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 (1)	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				

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

Professional Responsibilities	Final Score (use rubric scoring worksheet)	Comments
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		
<i>Overall Professional Responsibilities Score</i>		



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.

