

**OVERVIEW**

Middletown Public Schools will continue its implementation of the RIDE Teacher Evaluation System during the 2020-2021 school year.

Based on feedback from LEAs as they continue the important work of reopening schools safely, RIDE has worked collaboratively with professional associations to provide evaluation options for SY20-21. These options afford LEAs flexibility while also maintaining the integrity of local evaluation systems. The Middletown District Evaluation Committees (DEC) reviewed the details of the options and chose option 3.

**SY20-21 LEA Evaluation Options for Teachers & Support Professionals:**

**Option 1:** No changes; continue with all evaluations as planned.

**Option 2:** Continue with evaluations for all educators using optional, flexible system requirements:

- **Professional Practice:** Conduct and score 2 observations and provide feedback
- **Student Learning:** If using...
  - SLOs/SLO Flex: (1) Require 2, Score 2; (2) Require 2, Score 1; (3) Require 1, Score 1
  - EP or SLG models, continue with the model as designed
- **Professional Responsibilities:** (1) Require 1 PGG; (2) Use school-wide PPG; (3) Use two semester-long PGGs with a check-in at the MOY conference

**Option 3:** Evaluations for *Highly Effective/Effective* educators delayed to SY21-22. *Developing, Ineffective, non-tenured,* and educators on performance improvement plans are evaluated in SY20-21.  
\*Adjust PIPs according to local guidance

RIDE

Requirements for 2020-2021:

- The district assures that the evaluation process is transparent to all educators (standard 5).
- All evaluators have been trained in the use of evaluation instruments and processes (standard 5).
- The District establishes a District Evaluation Committee with clearly articulated roles and responsibilities (standard 6).

**PARTICIPATION for AFFECTED EMPLOYEES & SUBSTITUTES**

- Affected educators absent for 45 school days or more are expected to participate and complete as many components of the evaluation process as possible. Affected educators that are out for an extended period of time will be considered on a case by case basis and work with their evaluator.
- All affected educators that are present for 45 school days will have an observation.
- All (long term) substitutes may participate in the evaluation process depending upon their total work days. At minimum, all substitutes that are assigned to a position for 45 school days will have an observation. A second observation may take place after 90 school days and a third observation after 135 school days (up to three observations).
- A long term substitute should fulfill the requirements of a full evaluation if they are appointed to a position with a known vacancy of 135 school days or more from the initial date of appointment. Detailed documentation needs to be kept for all long term substitutes who are appointed for less than 135 school days in case their appointment is extended. This detailed information will be maintained by the evaluator that is managing the observations referenced in the previous bullet.
- It is sometimes necessary to change evaluation due dates under extenuating circumstances. A case by case adjustment is allowed by DEC. The evaluator and teacher should complete a form and submit to the DEC co-chairs and then the co-chairs should submit to the Steering Committee for final approval. The EOY conference dates should not be impacted by these extensions.

**New Hires/Transfers (Building/Grade/Content)**

- Observations only – if in position less than 135 school days – (if more than 135 school days, full evaluation expectations apply)
  - One observation to be conducted for each 45 school days in the position up to 3
  - 1st should happen after 20th school day & should be announced
  - Any other observations may be unannounced
  - No other evaluation components required – No PR artifacts, SLOs or PGGs

**CRITERIA**

- Professional Practice
- Professional Responsibilities
- Student Learning

**MODELS**

<p><b>FULL</b></p>	<p>Non-Tenured Educators, Employees with a change in position using a different certification from previous year, Requesting Educators, Developing or Ineffective Educators / Support Professionals</p> <p>Important Note: RIGL 16-12-11 establishes provisions related to the frequency of evaluations. This legislation states that an educator who obtains or earns a rating of “highly effective” should be evaluated not more than once every three years and that a teacher who obtains a rating of “effective” should be evaluated not more than once every two years.</p> <p>Based on feedback from LEAs as they continue the important work of reopening schools safely, RIDE has worked collaboratively with professional associations to provide evaluation options for SY20-21. These options afford LEAs flexibility while also maintaining the integrity of local evaluation systems. The Middletown District Evaluation Committees (DEC) reviewed the details of the options and chose option 3. Option 3: Evaluations for Highly Effective/Effective Educators delayed to SY21-22. Developing, Ineffective, nontenured, and educators on performance improvement plans are evaluated in SY20-21.</p>
<p><b>ALL OTHERS / CONFERENCE ONLY</b></p>	<p><b>Conference Requirements:</b> An annual conference can take place with a PLC or individually (as requested by the educator). The annual conference should take place between February 1 and June 11. Although not required, artifacts or evidence may be shared at the educator’s discretion. The date of the conference is the only data to be recorded regarding this conference.</p> <p>An annual (informal) conference should be a collaborative discussion that reflects on professional growth with regard to improvement in professional practice and student learning, as determined by the educator. These areas should support the current District Professional Development Plan, and could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Aligning learning targets to units of study and used by students to reflect on their learning</li> <li>• Utilizing the workshop model</li> <li>• Ways to increase student engagement/motivation             <ul style="list-style-type: none"> <li>○ Differentiated Instructional strategies</li> <li>○ Grouping strategies</li> <li>○ Routines/Classroom management</li> <li>○ Questioning techniques</li> <li>○ Home-School communication/support</li> </ul> </li> </ul>

**COMPONENTS**

Component	FULL Model - Teacher	FULL Model – Support Professional
<p><b>Evaluation Conferences</b></p>	<p>Three evaluation conferences between the teacher and the evaluator (Beginning, Middle, and End-of-Year)</p>	<p>same</p>
<p><b>Observations</b></p>	<p><u>Two observations</u><sup>1</sup> DEC and Steering approved- One announced and one unannounced- one must be completed by January 15, 2021.  <u>Three observations</u> (If RIDE requires 3, then 1 announced and 2 unannounced) - at least one must be completed by January 15, 2021.            All observations are conducted during an in-person class. The exception to this may be if a teacher is an appointed DL only teacher or the District/School is on full DL, then see the Virtual observation guidelines below. If a teacher is not a DL only teacher or the District/School is not on full DL, the teacher may still choose** one or more virtual observations.  <sup>1</sup>See Virtual Observations            All observations must be at least 20 minutes each            Each of the eight Professional Practice components will be scored after each observation            Written feedback is required after each observation.</p>	<p><u>Two observations</u><sup>1</sup> DEC and Steering approved- One announced and one unannounced- one must be completed by January 15, 2021.  <u>Three observations</u> (If RIDE requires 3, then 1 announced and 2 unannounced) - at least one must be completed by January 15, 2021.            All observations are conducted during an in-person class. The exception to this may be if a teacher is an appointed DL only teacher or the District/School is on full DL, then see the Virtual observation guidelines below. If a teacher is not a DL only teacher or the District/School is not on full DL, the teacher may still choose** one or more virtual observations.  <sup>1</sup>See Virtual Observations            All observations must be at least 20 minutes each            Written feedback is required after each observation            See page 7 for additional requirements for Support Professional Observations.</p>

<p><b>Professional Growth Goals</b></p>	<p>At least one goal per teacher <b>set at the beginning of the year conference</b>, (the professional growth plan is discussed and finalized during or directly after the beginning of year conference )          One professional growth goal written by teacher and approved by the evaluator at the beginning of the year and scored by the evaluator at the end of the year (using PR7 of the Professional Responsibilities Rubric and will be part of the Professional Responsibilities Score).</p>	<p>same</p>
<p><b>Student Learning / Outcome Objectives</b>  <b>OR</b>  <b>Embedded Practice</b></p>	<p>Educators being evaluated may select either two (2) SLOs or SOOs (require 2 and score 1) OR the Embedded Practice Model.          At least two goals per teacher <b>discussed during the beginning of the year conference and approved no later than Nov. 30, 2020</b></p>	<p>same</p>
<p><b>Teacher Professional Practice</b></p>	<p><b>Teacher Professional Practice Rubric =Classroom Environment &amp; Instruction</b>          Observation rubric with eight (8) observable components (see observations)</p>	<p><b>Support Professional Practice Rubric =Collaboration &amp; Service Delivery</b>          Observation rubric with eight (8) observable components (see observations)</p>
<p><b>Professional Responsibilities Rubric</b>           An educator who is being evaluated may collect artifacts for their Professional Responsibilities from July 1<sup>st</sup> after their last evaluation cycle through the date of his/her final submission of their artifacts in his/her current evaluation cycle.</p>	<p>Holistic rubric with nine (9) components          PR will be completed this year by all teachers scheduled for a full evaluation SY 20-21. If any teacher needs more support in a particular PR, then they should consult with their evaluator to discuss possible evidence. Evidence may be used from the end of the previous evaluation forward. MPS continues to offer PD opportunities.</p>	<p>Holistic rubric with seven (7) components collected throughout the year.          PR will be completed this year by all teachers scheduled for a full evaluation SY 20-21. If any teacher needs more support in a particular PR, then they should consult with their evaluator to discuss possible evidence. Evidence may be used from the end of the previous evaluation forward. MPS continues to offer PD opportunities.</p>
<p><b>Final Effectiveness Rating</b></p>	<p>Calculated using point system with each measure having the following weights:</p> <ul style="list-style-type: none"> <li>• Professional Practice: Classroom Environments (25 percent)</li> <li>• Professional Practice: Instruction (25 percent)</li> <li>• Professional Responsibilities (20 percent)</li> <li>• Student Learning / Embedded Practice (30 percent)</li> </ul>	<p>Calculated using point system with each measure having the following weights:</p> <ul style="list-style-type: none"> <li>• Professional Practice: Collaboration (25 percent)</li> <li>• Professional Practice: Service Delivery (25 percent)</li> <li>• Professional Responsibilities (20 percent)</li> <li>• Student Learning / Embedded Practice (30 percent)</li> </ul>

**CONFERENCE / DOCUMENTATION REQUIREMENTS**

Time of Year	Time Frame	Checklist/Topics	Note	RIDE Forms
<b>Beginning of Year Conference</b>	Nov 16-Dec 18	<ul style="list-style-type: none"> <li><input type="checkbox"/> self-assessment (for personal use only)</li> <li><input type="checkbox"/> set professional growth goal(s) &amp; create plan</li> <li><input type="checkbox"/> set student learning / outcome objectives or embedded practice content standards / goals</li> <li><input type="checkbox"/> select time for announced observations</li> </ul> <p><b>Prior to Conference:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be sure to share access to your professional growth/plan and student learning objectives / embedded practice essential content standards / goals at least one week prior to the conference, wherever possible.</li> </ul> <p><b>After the Conference:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes to professional growth plan and/or student learning objectives should be made within two days and returned to evaluator, wherever possible.</li> <li><input type="checkbox"/> Approval should be done as quickly as possible but before Dec 18, 2020</li> </ul>	At least 15 min recommended	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self –Assessment Form (personal use only)</li> <li><input type="checkbox"/> Student Learning Objective Teacher Form or <i>Embedded Practice Form</i></li> <li><input type="checkbox"/> Student Learning / Outcome Objectives Teacher Guidance</li> <li><input type="checkbox"/> Professional Growth Plan</li> <li><input type="checkbox"/> Professional Growth Goal Form</li> </ul>
<b>Mid-Year Conference</b>  <i>^additional conference may be requested as needed depending upon the embedded practice cycle</i>	Jan 25 - Mar 15 (SLO/SOO)  Dec 18 - Feb 12 (Embedded Practice)	<ul style="list-style-type: none"> <li><input type="checkbox"/> review professional growth goal(s)</li> <li><input type="checkbox"/> review and check in on progress in artifact collection for Professional Responsibilities</li> <li><input type="checkbox"/> review student learning / outcome objectives or embedded practice content standards / goals^</li> <li><input type="checkbox"/> receive feedback on performance</li> <li><input type="checkbox"/> if needed, create performance improvement plan</li> </ul>	At least 15 min recommended	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Learning /Outcome Objective Teacher Form</li> <li><input type="checkbox"/> Professional Growth Plan</li> <li><input type="checkbox"/> Mid-Year Conference Form</li> <li><input type="checkbox"/> Classroom Observation Running Record Form</li> <li><input type="checkbox"/> Classroom Observation Feedback Form</li> <li><input type="checkbox"/> Educator Improvement Plan (if necessary)</li> </ul>
<b>End of Year Conference</b>	May – at least one week prior to the last day of school	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss professional growth goal(s)</li> <li><input type="checkbox"/> receive feedback on annual performance</li> <li><input type="checkbox"/> final evaluation rating assigned*+</li> <li><input type="checkbox"/> if needed, create performance improvement plan</li> </ul>	At least 15 min recommended	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher End-of-Year Conference Form</li> </ul>

\*Some assessment data (e.g., end-of-year assessments) will not be available at the time of the End-of-Year Conference. In these cases, the educator and evaluator should meet and discuss other components of the evaluation system and review any data related to the Student Learning / Outcome Objectives. Within one week of when the data becomes available, the educator should summarize it and send it to the evaluator for review and the assignment of an overall rating

+If additional documentation and/or artifacts are required to support a higher professional foundations score then the final effectiveness rating may be assigned up to one week AFTER the EoYC.

**EVALUATORS**

<b>Level</b>	<b>Primary Evaluator</b> (responsible for student learning goal approval & rating, and professional goal(s) approval & rating and overall evaluation process including final rating)	<b>Complementary Evaluator</b> (responsible for assisting primary evaluator by conducting observations, collecting additional evidence, providing additional feedback)
<b>High School</b>	Principal and/or Assistant Principal*, Special Education liaison (specialized programs)	Directors, Special Education Director, Assistant Directors of Special Education, Superintendent, Assistant Superintendent
<b>Middle School &amp; Grade 4</b>	Principal and/or Assistant Principal*, Special Education liaison (specialized programs)	Special Education Director, Assistant Directors of Special Education, Superintendent, Assistant Superintendent
<b>K - 3</b>	Principal*, Special Education liaison (specialized programs & special educators**)	Superintendent, Assistant Superintendent

\* Superintendent, Assistant Superintendent, or another building administrator may be requested by the teacher

\*\* The primary evaluator will work in conjunction with the building principal for the final evaluation product.

**TEACHER & SUPPORT PROFESSIONAL - PROFESSIONAL PRACTICE / OBSERVATIONS**

Observation <sup>1</sup>	Communicated to the Teacher/Support Professional	Length	Time Frame of Observation	Feedback	Pre/Post Conference Required	Documentation
<b>Announced</b>  (only applicable in FULL Model*)	<b>One week window, cannot be notified the same week as the observation</b>	At least 20 minutes	If done during the second half of the year, must be done prior to 30 calendar days before school year ends (May 25, 2021)	Written feedback is required, within 5 school days (after the date of the observation)	optional	*TBD
<b>Unannounced</b>  (FULL Model*)	N/A	At least 20 minutes	At least one before the mid-year conference  If done during the second half of the year, must be done prior to 30 calendar days before school year ends (May 25, 2021)	Written feedback is required, within 5 school days (after the date of the observation)	optional	*TBD

\*applies for observations for positions less than 135 school days (see page 1)

**Teacher Observations**

- Only observation feedback and rating scores which are submitted by the evaluator to my Learning Plan within five school days after the classroom observation will be considered valid scores for inclusion in the teacher's evaluation. If there are extenuating circumstances and if the evaluator and educator may mutually agree to include the observation with written approval of the steering committee.
- Classroom observations of educators should be held while the educator:
  - Is teaching a class in which there is a curriculum with standards and the educator is a teacher of record for the class. A classroom observation held during thrive, boost, flex, etc. will not be included in the evaluation except by mutual and written agreement of the educator and evaluator.
  - Is an interventionist / special educator and is working with their students in a small group or another classroom setting.
  - Is a guidance counselor, nurse, speech pathologist, etc. and is servicing their students in the capacity of his/her job description.
- If, during any classroom observation, there are technology issues, then the observation will not be included in the evaluation for that educator except by mutual and written agreement of the educator and evaluator.

### **Support Professional Observations**

- Observation form:
  - The observation for SP is a particular time frame on a particular day. The form should be used to keep track of what was observed during this time and used later for scoring.
  - On the form, an evaluator should list the evidence for particular Professional Responsibilities that were observed during the observation.
  - The form should be used to document only what was observed during the time of the observation and should have evidence listed by the PR.
  - An effort should be made by the evaluator to keep track of what PR they have not observed for future observations.
  - The evaluator should talk with the teacher to discuss any missing PR observations to help assess.
  - A conference prior to the observation can occur.
  - On the midyear form, the evaluator should give formative scores at that point for any PR which have been observed to date (4,3,2 or 1) and a Needs More Information (NMI) if the PR needs more information due to a lack of observed practice.
  - For the end of the year scoring, the evaluator should ask the teacher for any evidence needed.

### **<sup>1</sup>Virtual observations:**

- **\*\***Date and time for an announced virtual observation must be mutually agreed upon by teacher and evaluator.
- For an appointed DL only teacher or if or the District/School is on full DL, an unannounced virtual observation is permitted.
- If there are issues that are technical in nature or are unique to Distance Learning, then the observation will not be included in the evaluation for that educator except by mutual and written agreement of the educator and evaluator. A replacement date and time will be mutually scheduled.
- All involved must realize that neither evaluators nor teachers have received any specialized training to conduct evaluations in a distance learning environment.
- If all observation components are not adequately addressed in one virtual observation, then one additional period of time will be offered by the evaluator to attempt to observe the missing components.
- The observation feedback and scores must be reported to the teacher within five school days. If additional observation time is needed to have the opportunity to observe the observation components, then the observation feedback and scores must be reported within five days of the additional opportunity.

PROFESSIONAL PRACTICE RUBRIC COMPONENTS

**Appendix 3: Teacher Professional Practice Rubric**

<b>THE FRAMEWORK AT A GLANCE</b>	
DOMAIN 2: THE CLASSROOM ENVIRONMENT	DOMAIN 3: INSTRUCTION
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>▪ Teacher interactions with students, including both words and actions</li> <li>▪ Student interactions with other students, including both words and actions</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>▪ Importance of the content and of learning</li> <li>▪ Expectations for learning and achievement</li> <li>▪ Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>▪ Management of instructional groups</li> <li>▪ Management of transitions</li> <li>▪ Management of materials and supplies</li> <li>▪ Performance of classroom routines</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Expectations</li> <li>▪ Monitoring of student behavior</li> <li>▪ Response to student misbehavior</li> </ul>	<p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>▪ Expectations for learning</li> <li>▪ Directions for activities</li> <li>▪ Explanations of content</li> <li>▪ Use of oral and written language</li> </ul> <p><b>3b: Using Questioning/Prompts and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>▪ Quality of questions/prompts</li> <li>▪ Discussion techniques</li> <li>▪ Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>▪ Activities and assignments</li> <li>▪ Grouping of students</li> <li>▪ Instructional materials and resources</li> <li>▪ Structure and pacing</li> </ul> <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>▪ Assessment criteria</li> <li>▪ Monitoring of student learning</li> <li>▪ Feedback to students</li> <li>▪ Student self-assessment and monitoring of progress</li> <li>▪ Lesson adjustment</li> </ul>

**Appendix 3: Support Professional – Professional Practice Rubric**

<b>The Rubric At A Glance</b>	
DOMAIN 1: COLLABORATION	DOMAIN 2: SERVICE DELIVERY
<p>A. Works with educators and families to develop strategies and resources to meet the needs of students</p> <p>B. Uses and models effective communication with learners, colleagues and/or stakeholders</p> <p>C. Builds rapport with students promoting effective service delivery</p> <p>D. Demonstrates flexibility and responsiveness</p>	<p>A. Establishes service delivery and/or program goals and develops a plan to evaluate them</p> <p>B. Plans effectively for service delivery that is based on student data and knowledge of child development</p> <p>C. Implements service delivery that is student focused ensuring students have greater ownership in their education and well being</p> <p>D. Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery</p>



---

**PROFESSIONAL RESPONSIBILITIES / COMPONENTS**  
**FOR AFFECTED EDUCATORS & SUPPORT PROFESSIONALS IN THE FULL MODEL ONLY**

- All teachers will create a professional growth plan at the beginning of the year
- The plan requires at least one professional goal
- The plan should be based upon the district's implementation of curriculum, instruction and assessment and follow the guidelines in the guidebook from the district.
- Depending upon a teacher's past performance or choice for professional growth, a second goal may be necessary
- All goal(s) should be specific and measurable
- All goals should be aligned with professional rubrics
- Buildings may suggest school wide professional goal(s).
- Goals may be personalized to focus on PP/PR improvement.
- PLC goals are acceptable.
- The growth plan should be finalized by the beginning of the year conference deadline but can be adjusted by the midyear conference deadline.
- A multi-year plan with annual benchmarks can be developed.
- Artifact collection should be submitted one week prior to the end of year conference, and as early as one month prior to the end of year conference.
- Electronic artifacts are strongly recommended, but will follow state requirements.
- Teachers may submit as many artifacts as they deem necessary.
- An artifact can be used to demonstrate proficiency on more than one component of the rubric.
- A reflection may be considered the sole artifact for PR5.
- For Support Professionals, on the midyear form, the evaluator should give formative scores at that point for any PR which have been observed to date (4, 3, 2 or 1) and a Needs More Information (NMI) if the PR needs more information due to a lack of observed practice.
- An educator who is being evaluated may collect artifacts for their Professional Responsibilities from July 1<sup>st</sup> after their last evaluation cycle through the date of his/her final submission of their artifacts in his/her current evaluation cycle.

TEACHER PROFESSIONAL RESPONSIBILITY RUBRIC COMPONENTS

Appendix 4: Teacher Professional Responsibilities Rubric

THE RUBRIC AT A GLANCE			
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PROFESSIONAL GROWTH	DOMAIN 4: PLANNING
<p><b>PR1: Understands and participates in school/district-based initiatives and activities</b></p> <ul style="list-style-type: none"> <li>Knowledge of school and district initiatives and activities</li> <li>Involvement in school and district initiatives and activities</li> </ul> <p><b>PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</b></p> <ul style="list-style-type: none"> <li>Interactions with parents</li> <li>Interactions with colleagues</li> <li>Student or personnel records</li> <li>Grade books</li> <li>Specialist referrals</li> </ul>	<p><b>PR3: Acts on the belief that all students can learn and advocates for students' best interests</b></p> <ul style="list-style-type: none"> <li>Interactions with students</li> <li>Interactions with parents</li> <li>Course offerings</li> <li>Support service offerings</li> <li>Student advocacy meeting</li> <li>Call notes</li> <li>After school support logs</li> </ul> <p><b>PR 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</b></p> <ul style="list-style-type: none"> <li>Interactions with colleagues</li> <li>Interactions with parents</li> <li>Interactions with community members</li> </ul> <p><b>PR 5: Acts ethically and with integrity while following all school, district, and state policies</b></p> <ul style="list-style-type: none"> <li>Required personnel file documentation of behavior</li> <li>Interactions with school leadership</li> <li>Interactions with colleagues</li> </ul>	<p><b>PR 6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning</b></p> <ul style="list-style-type: none"> <li>Interactions with colleagues</li> <li>Involvement in professional growth opportunities</li> </ul> <p><b>PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice</b></p> <ul style="list-style-type: none"> <li>Professional Growth Goal(s)</li> <li>Log of professional learning activities related to goal(s)</li> <li>Training materials, handouts, agendas, materials</li> <li>Interactions with colleagues</li> <li>Demonstration of practice in classroom</li> </ul>	<p><b>PR 8: Plans effectively based on accurate knowledge of how children learn and develop</b></p> <ul style="list-style-type: none"> <li>Lesson and unit plans</li> <li>Classroom materials and learning activities</li> <li>Assessments</li> </ul> <p><b>PR 9: Uses data appropriately to plan instruction for a diverse group of learners</b></p> <ul style="list-style-type: none"> <li>Lesson and unit plans</li> <li>Classroom materials and learning activities</li> <li>Assessments</li> </ul>

SUPPORT PROFESSIONAL RESPONSIBILITY RUBRIC COMPONENTS

Professional Responsibilities Rubric Components		
Domain 1: School Responsibilities and Communication	Domain 2: Professionalism	Domain 3: Professional Growth
<p><b>PR1:</b> Understand and participates in school/district-based initiatives and activities</p> <p><b>PR2:</b> Solicits and maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p>	<p><b>PR3:</b> Acts on the belief that all students can learn and advocates for students' best interests</p> <p><b>PR4:</b> Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <p><b>PR5:</b> Acts ethically and with integrity following all school, district, and state policies</p>	<p><b>PR6:</b> Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning</p> <p><b>PR7:</b> Writes and implements a professional growth goal that addresses personal, school, or district needs and aims at improving administrator practice</p>

**STUDENT LEARNING / OUTCOME OBJECTIVES**  
**FOR AFFECTED EDUCATORS IN THE FULL MODEL ONLY**

- Must set at least two and no more than four objectives.
- Must align with district strategic plan, and should align with the building (school improvement) goals and PLC SMART goal(s).
- Goals should be discussed at the beginning of year conference (if applicable) and approved no later than November 30, 2020.
- Goals should be written using approved data and should be supported with multiple measures.
- The term / time frame of goal may be a full year or a shorter length of time such as a single unit of study provided it addresses major content standards.
- Goals should be reexamined by the mid-year conference deadline and necessary adjustments should be made (adjustments are made if: most important learning challenges is not be addressed, more reliable source of evidence is available, class compositions have changed significantly, teaching schedule or assignment has changed significantly)
- Three major criteria to set and approve objectives:
  - Priority of content – is the objective focused on the right material?
  - Quality of evidence – will the evidence source provide the information needed to determine if the objective has been met?
  - Rigor of target - does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?
- SLOs/SOOs should be submitted electronically / online through My Learning Plan. Educator training, support and time to enter the SLOs/SOOs will be provided. Note: Educators are encouraged to submit SLO/SOO artifacts electronically through My Learning Plan but this is not required.
- Teachers who teach same grade and/or content should work collaboratively to set student learning objectives.
- Targets should be determined based upon current students and baseline data to be reviewed should include prior year assessment scores or grades, beginning of year benchmark assessment data, other evidence of students' learning, such as portfolio work samples.
- Goals should be based upon priority of curriculum and should reflect the core content that the teacher is responsible for providing.
- Goals should be based upon all students in the same courses (not a single class). This course may also reflect a grade level (at the elementary level).
- Co-taught teacher teams are encouraged to share goals.
- Teachers of semester classes will still have the entire year timeline for conferences and observations. A goal that is used for first semester can also be used for second semester but will only count as one single SLO.
- High School Teachers may choose to set either full year or half year student learning / outcome objectives
- Alternate assessment students do NOT need to be included in the goals of educators that are NOT reflective of a self-contained class/course.
- Documentation required to score student learning objectives will vary depending upon the type of assessment
- A summative score for student learning objectives will be assigned. (see Criteria for Scoring SLOs on page 18)
- Assessments that are used for student learning objectives must be **high quality**.

Assessment Quality Guidance

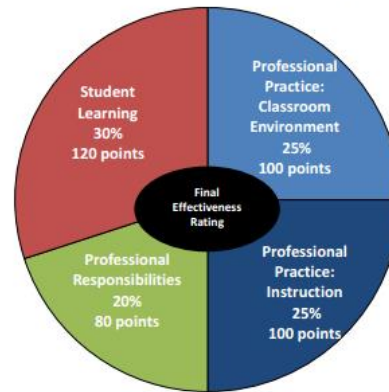
High Quality	<ul style="list-style-type: none"> <li>Assessment is <b>aligned</b> with its intended use</li> <li>Assessment <b>measures</b> what is intended</li> <li>Items represent a <b>variety</b> of DOK levels</li> <li>Assessment includes a <b>sufficient</b> number of items to reliably assess content</li> <li>Assessment includes some higher level DOK constructed response items at least one very challenging item</li> <li>Assessment is <b>grade level appropriate and aligned to the curriculum</b></li> <li>Scoring is <b>objective</b> (includes scoring guides and benchmark work), and uses a <b>collaborative</b> scoring process</li> </ul>
--------------	---

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

Calculating a Final Effectiveness Rating

The Final Effectiveness Rating is determined by combining the points from each of the four measures of the model. The total number of points possible is 400 with Professional Practice: Classroom Environment weighing 25%, Professional Practice: Instruction weighing 25%, Professional Responsibilities weighing 20% and Student Learning weighing 30%.

Components of a Final Effectiveness Rating in Points



The overall point value is then converted to one of four Final Effectiveness Ratings:

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

**IMPORTANT DATES**

	<b>Model</b>	<b>Who is Responsible</b>	<b>Important Date(s)</b>
<b>Student Learning/Outcome Objectives Submission</b>	FULL	Educator	BoYC (if applicable) or Nov 16
<b>Student Learning/Outcome Objectives Approval</b>	FULL	Evaluator	Nov 30
<b>Beginning of Year Conference</b>	FULL	Educator & Evaluator	Nov 16- Dec 18
<b>Middle of Year Conference</b>	FULL	Educator & Evaluator	Jan 25 – Mar 15 for SLO/SOO Dec 18-Feb 12 for Embedded Practice
<b>No Eval – Conference Only</b> <i>(for those in non-summative year of cyclical process)</i>	No Eval – CONFERENCE ONLY	Educator & Evaluator	Feb 1 – June 11
<b>End of Year Conference</b>	FULL	Educator & Evaluator	May - One week prior to end of school
<b>Announced Observation</b>	FULL	Educator & Evaluator	If done during the second half of the year, must be done prior to 30 calendar days before school year ends (May 25, 2021)
<b>Unannounced Observation</b>	FULL	Educator & Evaluator	At least one before the mid-year conference If done during the second half of the year, must be done prior to 30 calendar days before school year ends (May 25, 2021)
<b>Professional Responsibilities Artifacts Submission</b>	FULL	Educator	One week prior to EoYC provided the educator has been given two weeks prior notice of their scheduled conference time. If two weeks notice is not possible, the educator will submit as soon as possible before the EoYC.
<b>Professional Responsibilities Artifacts Score</b>	FULL	Evaluator	EoYC (If additional documentation and/or artifacts are required to support a higher professional foundations score then the final effectiveness rating may be assigned up to one week AFTER the EoYC)
<b>Training – Intro to FULL Model for Professional Support Staff &amp; Affected Teachers</b>	FULL (Professional Support Staff)	District w/ Building Support	TBD
<b>Training – Using My L Plan for Artifacts &amp; SLOs</b>	FULL	Academic Technology Department	TBD
<b>District Evaluation Committee Meetings</b>	NA	DEC	Two times per year meetings (at minimum 1 meeting in fall and one in spring, others as needed)
<b>Appeal</b>	FULL	Educator	May be submitted at any time throughout the year, the last day to submit the appeal initiation form is the latter of five (5) business days after the last day of the school year or five (5) business days after the final effectiveness rating assignment.

**SUPPORT & DEVELOPMENT**

*Local Trainings Planned Topics for 2020-2021*

Topic	Audience	Optional / Required	Provided By	Due
Intro to FULL Model for Professional Support Staff & Affected Teachers	Professional Support Staff	required	District w/ Building Support	TBD
Using My L Plan to store artifacts & SLOs/SOOs	All	required	Academic Technology Department	TBD

All evaluators of the Educator Evaluation System will be trained on a yearly basis. Training will include the following:

- The rubrics will be reviewed, analyzed, and discussed for calibration of understanding of each standard and the respective ratings.
- Classroom instruction will be observed via video to calibrate application of the rubrics. Examples of portfolio artifacts will also be used.
- Training may be modified for evaluators trained previously.

The District will make available necessary, meaningful supports (e.g., professional development, mentoring, observation of other Teachers, visitation days, continuation of existing structures, etc.) for all teachers in need of assistance. Primary and Complimentary Evaluators will receive appropriate training prior to engaging in evaluation-related activities.

**INPUT & COMMITTEES**

- A **District Steering Committee**, comprised of the former MPS/NEAM RIDE Evaluation Implementation Subcommittee will continue to meet via NEAM & MPS Administration monthly meetings. This committee will be comprised of district and NEAM leadership.
- A **District Evaluation Committee (DEC)** will be formed. This committee will provide recommendations regarding trainings, PD, goal writing, rubric clarification, communication planning, observation feedback, appeal process, etc.

**DEC Composition** (12) includes representatives from:

- Two Chairs, one assigned by Administration and one assigned by the Union. (2)
- Forest Avenue (1)
- Aquidneck (1)
- Learning Academy (1)
- Gaudet (2)
- MHS (2)
- Middletown Assigned Regional Support Staff (1)
- Admin (2)

**Purpose**

1. Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts) who bring added perspective or expertise when appropriate. The Committee reviews 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 Committee uses the information from the analysis to make recommendations for revisions to the system.
2. The District Evaluation Committee communicates data from the evaluation system to district personnel (Superintendent and/or District Steering Committee) responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement.
3. The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.

**Critical Functions**

- There are also several critical functions outside the authority of the DEC. Each LEA is unique and functions within its appropriate structures. It is important to plan ahead for DEC conversations so that LEAs and RIDE continue to learn. The table below should help the DEC better understand what level of analysis and decision making falls within the intended scope of the DEC.

Within the scope of the DEC:	Outside the scope of the DEC:
<ul style="list-style-type: none"> <li>✓ Informing and support professional development efforts</li> <li>✓ Review and analyze system data</li> <li>✓ Making suggestions for improvement to leadership</li> <li>✓ Identifying supports for struggling teachers</li> <li>✓ Participating in local policy development as appropriate and applicable to the committee charge</li> </ul>	<ul style="list-style-type: none"> <li>• Assigning ratings</li> <li>• Approving professionals growth goals and SLOs</li> <li>• Conducting observations or school site visits</li> <li>• Completing rubrics</li> <li>• Conducting conferences</li> <li>• Releasing confidential information</li> <li>• Altering the approved model</li> </ul>

Additional Information

- Two year term of DEC members with additional 1 year term from half of the original members, whenever possible
- One alternate member for each representative (may attend meetings as a non-voting member, unless their representative is absent)
- At least two meetings per year (minimum) will be scheduled (fall and spring)
- Training should include members and alternates
- The two Chairs will report to District (Evaluation) Steering Committee
- Minutes/written report should be kept at all DEC meetings
- Minutes/written report should be sent to District (Evaluation) Steering Committee
- No compensation for committee members is provided
- Professional growth component artifact may be used as a result of participation on the committee
- Information regarding DEC and solicitation of volunteers should be sent by email from Superintendent's office
- **Performance Improvement Team** (*see Performance Improvement Plan section*)
- **Appeal Committee** (*see Appeal Process section*)



## APPEAL PROCESS

An appeal committee will be developed. This committee will be comprised of:

1. A member of the administrative team (assigned from rotating list and not involved in evaluation / pip team)
2. A faculty member (selected by teacher)
3. A member of the learning leadership team (faculty member assigned from rotating list and not involved in evaluation / pip team)

The areas of appeal could include but are not limited to goals, evidence, and or rubric scores. Necessary forms, guidelines, and standards will be mutually developed to create a fair, effective and streamlined process.

### Process

- In the case of disagreement on any component or indicator on the evaluation, the educator is encouraged to discuss their concerns with the evaluator. If a resolution is not achieved, the educator must complete and submit the Appeal Initiation Form containing additional information specific to the point of disagreement. (The last day to submit the appeal initiation form is **the latter of five (5) business days after the last day of the school year or five (5) business days after the final effectiveness rating assignment..**)
- The Appeal Initiation Form will be sent to the Superintendent's Office.
- The Superintendent's Office will notify the evaluator(s), teacher of the appeal and the District Steering Committee within five (5) days of receipt of the appeal.
- The evaluator(s) and teacher will submit evidence and written statement within five (5) business days of notification of the appeal.
- Within thirty (30) days of receiving the written appeal, the Appeal Committee will review the record which consists of all documents used in the evaluation of the educator [appraisal] and the written challenge, and will issue a written decision. The Appeal Committee may invite both the teacher and evaluator to appear before the Committee to present respective position or to respond to questions or clarify any issues. At no time will only one party be invited.
- If the appeal is denied, the written decision shall state the reasons for the denial.
- If the appeal is sustained, appropriate changes will be made to all applicable documents/systems.
- The decision of the Appeal Committee shall be final, but shall not prohibit an educator from other appeals procedures set forth in the Collective Bargaining Agreement, RIGL Title 16 or 28, or other rights granted under State/Federal Law.
- An educator who is participating in the evaluation process in no way waives his/her due process rights granted under any collective bargaining agreement, State, or Federal law. The appeals process is not intended to interfere with, supersede, or take the place of any other due process mechanisms afforded to the educator.

**Appeal Initiation Form**

Name _____	Evaluator(s) _____
Position _____	_____
School _____	Date _____

Check the appropriate box (es) which describe the area of the evaluation process that you wish to appeal.

**Student Learning / Outcome Objective(s):**

- Objective (Description)
- Rationale
- Aligned Standards
- Students (where objective applies)
- Interval of instruction
- Baseline
- Evidence & Target
- Rationale for Target
- Administration and Scoring
- SLO/SOO Score

**Professional Growth Goal(s):**

- Description
- Aligned Standards
- Benchmarks

**Professional Responsibilities Rating:**

- Domain number(s) \_\_\_\_\_

**Professional Practice Rating:**

- Observation number(s): \_\_\_\_\_
- Domain Component(s): \_\_\_\_\_
- Other** (please describe): \_\_\_\_\_

***Please submit this form to the Superintendent's Office. You, as well as your evaluator(s), will receive notification of receipt of this appeal initiation and will be asked to provide more detailed information regarding your appeal and any related evidence. Note: The last day to submit the appeal initiation form is five (5) business days after the assignment of the final rating.***

**Office Use**

Date Rec : \_\_\_\_\_ Date Notification of Receipt Sent: \_\_\_\_\_ Date Appeal Com Meeting: \_\_\_\_\_

---

## Performance Improvement Plans Overview

The Professional Improvement Plan (PIP) is designed to provide support to educators who receive summative evaluation ratings of Developing or Ineffective or are not meeting expectations at any point during the school year. Support shall be given through communication, discussion, collaboration, and targeted intensive interventions in the area(s) of significant concern identified through the educator evaluation process. The purpose of the PIP is to:

- improve educator performance to enhance student achievement
- provide targeted assistance and support
- ensure professional growth with a more intensive focus for those teachers having difficulty meeting district expectations

Educators who receive an overall summative evaluation rating of Developing or Ineffective or are not meeting expectations at any point during the school year shall be assigned a mentor and shall develop a PIP. Such educators will conference with a PIP team which shall consist minimally of:

- the educator
- his/her evaluator (building administrator or special education administrator (if applicable) but not the primary evaluator)
- Central Office administrator (if applicable)
- mentor
- member of the learning leadership team, ie head content teacher, director, head teacher (if applicable)
- union representative

The PIP team will review evaluation data and feedback, define the area(s) of significant concern, and create a plan to assist the educator in acquiring the knowledge, skills, and competencies articulated in the RI Model. The completed PIP shall be signed by all participating team members. The written PIP shall minimally contain the following:

- clear and measurable expectations for improvement
- targeted interventions and criteria for goal attainment
- person(s) responsible for implementation of interventions and actions
- timeline for meeting expectations (not to exceed annual evaluation cycle)
- additional supports/resources available to educator to support the PIP
- articulation of criteria/evidence that demonstrates how goals have been met

During the course of the year, members of the PIP team shall provide the educator with assistance, clarification, and overall support to help monitor his/her progress toward fulfillment of the PIP goals. The participating PIP team members will convene to determine the educator's progress toward fulfillment of the PIP goals. The primary evaluator will consider feedback from the team in order to recommend one of the following actions to the Central Office administration:

- Educator has met or exceeded all PIP goals and shall therefore be exited from the PIP process.
- Educator is making significant progress toward the PIP goals as evidenced by submitted criteria and most recent summative evaluation ( significant increase in sub categories, but not necessarily overall rating) and shall remain on a PIP until such time as he/she has received a Summative Evaluation Rating of at least Effective, or
- *Educator is making insufficient progress toward PIP goals as evidenced by submitted criteria and most recent summative evaluation and shall follow district policy. (shall not prohibit an educator from other appeals procedures set forth in the Collective Bargaining Agreement, RIGL Title 16 or 28, or other rights granted under State/Federal Law.)*

## Criteria for Scoring SLOs

**Met Target = 100-92%**

**Nearly Met = 91-76%**

**Not Met = 75% and below**

**Exceeds**: Teachers who have MET their target (92-100%) may then exceed the target if **20% of the total number of students reflected in the SLO** meets the following (based on original target):

### **Multiple Measures / One Measure / Growth to Proficiency**

**Rubric –based Assessment** – (CSA / Performance Task / Final Exam/ Fitness Gram)

- Demonstrate Strong Command (4) or Distinguished Command (5) as Holistic/Overall Score  
**OR**
- Demonstrate Growth in more than the designated number of strands in the target

**Percentage Score** – (Final Exam)

- Demonstrate Level of achievement of 90% or higher (A-)  
**OR**
- Demonstrate Growth over the designated percentage in the target

### **NWEA**

Individual Targeted Growth Goal set by NWEA

- 100% of TGG

### **DRA**

Designated Level at End of Year

- Finish at least one level (independently) above SLO targeted goal based on baseline for individual student (not grade level)

### **Additional Considerations:**

\*\* For students who do not meet the target using the specified SLO assessment, if other evidence exists that demonstrates student growth for the same concept or skill, then that evidence may be presented to the evaluator for consideration in determining if the student has met the target.

\*\* Multiple Measure SLOs may combine all students who meet Criteria for Exceeds for each target to reach 20%

\*\* Rounding follows the rule – 5 and above = round up; 4 and below = round down