

Transforming Education in Rhode Island



The Race to the Top Opportunity

A Closer Look: Educator Evaluation in Rhode Island

November 14, 2011



Why Does Educator Evaluation Matter?

- ❑ Gives all of us **confidence** that our students have effective teachers and our schools have effective leaders
- ❑ Gives educators meaningful, specific **feedback** to help them improve their practice
- ❑ Gives the education field a **common understanding** of effective practice, which informs our educator training programs

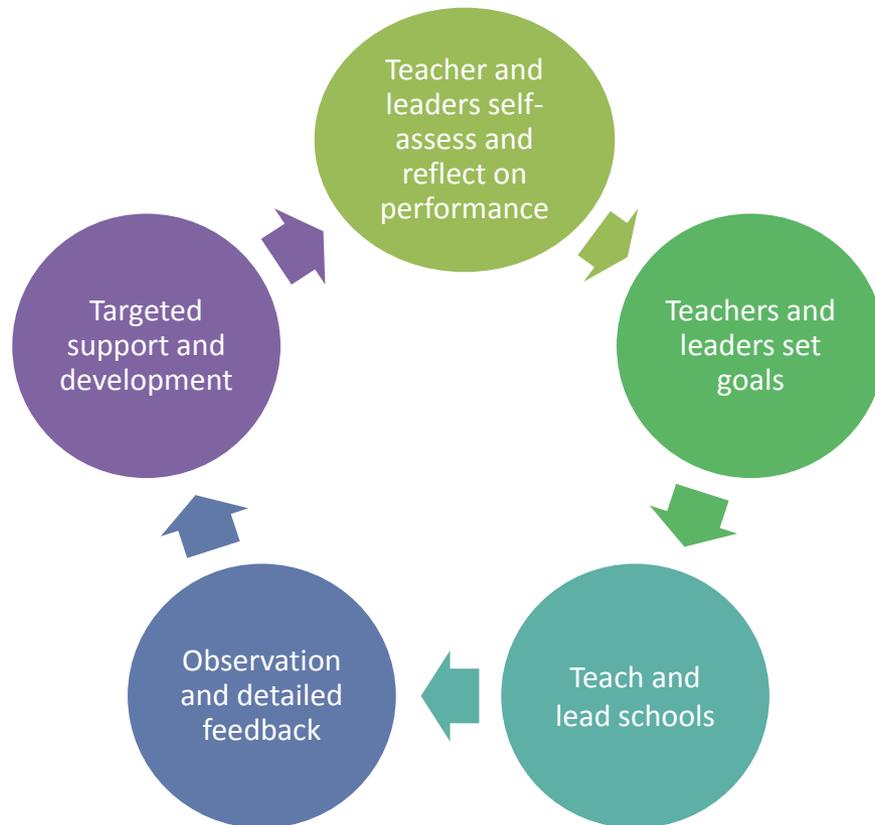
What Has Rhode Island Been Doing?

- ❑ Timeline to date
- ❑ Advisory Committee for the Educator Evaluation System (ACEES), Technical Advisory Committee (TAC), feedback from educators
- ❑ Collaboration with AFT Innovation work



What Does It Look Like?

A Continuous Cycle of Improvement



- ❑ Designed to help educators develop as professionals
- ❑ All educators evaluated annually based on multiple sources of information

What Does It Look Like?

Component	Description of Component
Student Learning	Educator's contribution to student academic progress, assessed through multiple measures of student academic growth, including student progress toward specific, measurable learning objectives and, and students' growth on standardized tests compared to students with the same score history (if available)
Professional Practice	Assessment of instructional knowledge and skills that impact student learning, as measured by the competencies set forth in the Teacher and Administrator Professional Practice rubrics
Professional Responsibilities	Assessment of educator's contribution as a member of the school/learning community, as measured by the elements set forth in the Professional Responsibilities rubric



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

What's Happening Now?

Component	Gradual Implementation	Full Implementation
<i>Observations</i>	At least 1 formal observation and 1 informal observation (2 total)*	At least 1 formal and 3-6 informal observations
<i>Professional goals</i>	At least 1	At least 3
<i>Student learning objectives</i>	At least 2	2 to 4
<i>Conferences</i>	3 Evaluation Conferences between the teacher and evaluator	
<i>Growth model rating</i>	Rating begins in 2013-14 school year.	
<i>Final effectiveness ratings</i>	Evaluators will combine Professional Practice, Professional Responsibilities , and Student Learning Objectives ratings to calculate a final effectiveness rating.	

**Additional observations should be included if needed.*