

North Providence School Department Evaluation Handbook



Adopted by the North Providence District Evaluation Committee 1/23/14

revised on: 6/14 & 9/15

Introduction

The North Providence School Department has adopted the RI Evaluation Model for Teachers, Support Professionals, and Building Administrators. The District Evaluation Committee has created this handbook to establish district level support and guidelines to accompany the RIDE Guidebooks.

The primary purpose of the Rhode Island Model is to help all educators become more effective in their work. The Rhode Island Model relies on multiple measures to paint a fair, accurate, and comprehensive picture of educator effectiveness. All educators will be evaluated on three criteria:

1. Professional Practice – A measure of effective instruction and classroom environment as defined in the Professional Practice Rubric.
2. Professional Responsibilities – A measure of instructional planning and the contributions educators make as members of their learning community as defined in the Professional Responsibilities Rubric.
3. Student Learning – A measure of an educator’s impact on student learning through demonstrated progress toward academic goals (Student Learning Objectives, Student Outcome Objectives, with the Rhode Island Growth Model in tested grades and subjects).

Scores from each of the three criteria will be combined to produce a final effectiveness rating of: Highly Effective, Effective, Developing, or Ineffective.”

-from the RI Model Guidebooks

NPSD Educator Evaluation Timeline Calendar 2015-2016

Beginning of Year Conferences	As needed, completed by October 2nd
Observations: Announced & Unannounced	Begin October 2nd
Professional Growth Goal (1)	Due to evaluator by October 16th
SLOs/SOOs (2)	Due to dept. chair by October 16th at NPHS Due to evaluator by October 16th at Elementary and Middle Schools
Mid-year Conference	As needed by January 29, 2016
SLO results & data	Due to department chair by April 11th at NPHS Due to evaluator by May 20th at Elementary and Middle Schools
Professional Foundations evidence	Due to administrator by April 11th at NPHS Due to evaluator by May 20th at Elementary and Middle Schools
NPHS Administrators and dept. chairs meet to complete evaluations	April 25th to May 6th
Elementary and Middle School evaluations completed	May 23rd to June 3rd
End of Year Conferences	Completed by June 3rd

***All components are due by the close of the school day on Due Dates listed above.**

NORTH PROVIDENCE SCHOOL DEPARTMENT

EVALUATION PROCESS FOR TEACHERS AND SUPPORT PROFESSIONALS:

MINIMUM REQUIREMENTS

ELEMENT	INEFFECTIVE	DEVELOPING	NON-TENURED <i>or</i> CHANGE IN CERTIFICATION SINCE LAST EVALUATION <i>or</i> FULL CYCLE EVALUATION YEAR
PERFORMANCE IMPROVEMENT PLAN	Performance Improvement Plan	Performance Improvement Plan	None
EVALUATION CONFERENCES	At least 3 Evaluation Conferences (Beginning, Middle, and End-of-Year)	At least 3 evaluation conferences (Beginning, Middle, and End-of-Year)	At least 3 evaluation conferences (Beginning, Middle, and End-of-Year)
CLASSROOM OBSERVATIONS	At least 4, including 1 announced and 3 unannounced At least 20 minutes All 8 components are scored and written feedback required after each observation	At least 3, including 1 announced and 2 unannounced At least 20 minutes All 8 components are scored and written feedback required after each observation	At least 3, including 1 announced and 2 unannounced At least 20 minutes All 8 components are scored and written feedback required after each observation
PROFESSIONAL RESPONSIBILITIES	All components are scored holistically by the end of the year	All components are scored holistically by the end of the year	All components are scored holistically by the end of the year
STUDENT LEARNING <i>or</i> OUTCOME OBJECTIVES	At least 2 (no more than 4)	At least 2 (no more than 4)	At least 2 (no more than 4)
FINAL EFFECTIVENESS RATING	PP based at least 4 observations PR based on all components SL based on SLO's or SOO's	PP based at least 3 observations PR based on components SL based on SLO's or SOO's	PP based at least 3 observations PR based on components SL based on SLO's or SOO's

EPSS Educator Submissions

Professional Responsibilities: Upload evidence form to EPSS. Submit hard copy to evaluator.

SLO/SOO Results & Data: On End of Year form in EPSS, provide summary of data. Upload data sheet to EPSS. Submit hard copy of data sheet and samples of student work with rubrics (if applicable) to evaluator.

Other: Educators may upload other artifacts as desired, but not required.

Acknowledging EPSS Forms: Educators have 5 school days to acknowledge forms.

EPSS Evaluator Procedures

Evaluator must complete observation forms in EPSS, including scoring and feedback, and send to educator within 10 school days of the observation (unless extenuating circumstances).

Evaluators will finalize each unacknowledged evaluation element after 5 school days.

SLO/SOO Procedures

Submitting SLO/SOOs: Assessments(s), rubrics (if applicable), scoring procedures, target criteria, scoring data sheet (see sample templates located at the end of the DEC Handbook) and assessment(s) administration procedures must meet the criteria for approval by evaluator per RI Model Guidebook.

Administering SLO/SOO Assessments/Evidence:

- Students may not work together on any portion of the assessment(s) that are being used for SLO/SOO data.
- Students may not take home any portion of the assessment(s) that are being used for the SLO/SOO data.
- Students should not be told which assignments/assessments are being used as evidence of an educator's SLO/SOO.

Scoring SLO/SOOs:

- Students may revise work for a better class grade (if applicable), but *initial* scores are to be used in SLO/SOO data reporting.
- If assignments/assessments are to be returned to the students prior to the end of the year (ie: for graduation portfolio), then student work may be submitted to evaluator at any time for review. The educator will make copies of sample student work to keep on file. The evaluator will sign the Evidence Review Form.
- All student work may be returned once the Final Effectiveness Rating has been finalized, unless the educator is appealing the score, the educator's Support Plan states otherwise, or an audit has been initiated by the EPSS system.

NORTH PROVIDENCE SUPPORT PLAN

The members of the District Evaluation Committee (DEC) have established a process to develop a Performance Improvement Plan to support educators receiving a score of developing or below on the RIDE Evaluation Model. A Performance Improvement Plan provides intensive support for educators who are not meeting expectations. Educators may access the support system at any time and “developing” educators may select their level of support. Educators receiving a score of ineffective will require mandatory district level support.

Levels of Support

Developing: School Level	<ul style="list-style-type: none">• Educator will develop a Performance Improvement Plan with guidance from the evaluator.• Evaluator and Educator will identify school based resources to support the plan.• Resources may include but are not limited to: professional text, observation of colleagues, consultation, webinars and other district resources.
Developing: District Level	<ul style="list-style-type: none">• Educator will develop a Performance Improvement Plan with guidance from evaluator.• Educator may request a meeting with TEST (Teacher Evaluation Support Team) for assistance to adjust the plan and identify resources.• Resources may include but are not limited to: professional text, observation of colleagues, consultation, webinars and other district resources.
Ineffective: Mandatory District Support	<ul style="list-style-type: none">• Educator will develop a Performance Improvement Plan with guidance from evaluator and TEST.• Resources will be identified by the educator, evaluator and TEST.• Resources may include but are not limited to: professional text, observation of colleagues, consultation, webinars and other district resources.

NORTH PROVIDENCE TEACHER EVALUATION SUPPORT TEAM

Teacher Evaluation Support Team (TEST) is designed to provide appropriate support for a teacher when an evaluation has determined that the teacher’s final rating is developing or below on the RIDE Evaluation Model.

The Teacher Evaluation Support Team will include the following 6 members: Assistant Superintendent, Director of Special Education, Vice President of the North Providence Federation of Teachers, Professional Issues Coordinator (union), 1 additional administrator and 1 additional teacher (effective

rating or higher) representing the grade span. TEST will be chaired by the Assistant Superintendent who will be responsible to schedule meetings and provide members with the necessary communication.

Teachers are referred to the TEST based on the following criteria:

- Teachers receiving a score of ineffective will require mandatory district level support from TEST.
- Teachers may voluntarily access TEST at any time and “developing” teachers may select their level of support.

Referral to TEST must occur by June date as determined by annual Evaluation Timeline Calendar.

A Performance Improvement Plan will be developed in collaboration with the referred teacher, the evaluator, and the members of the TEST Committee. TEST will monitor the implementation of the plan and will schedule subsequent progress monitoring meetings at intervals determined by the Committee.

PERFORMANCE IMPROVEMENT PLAN

Teacher: _____

TEST Members: _____

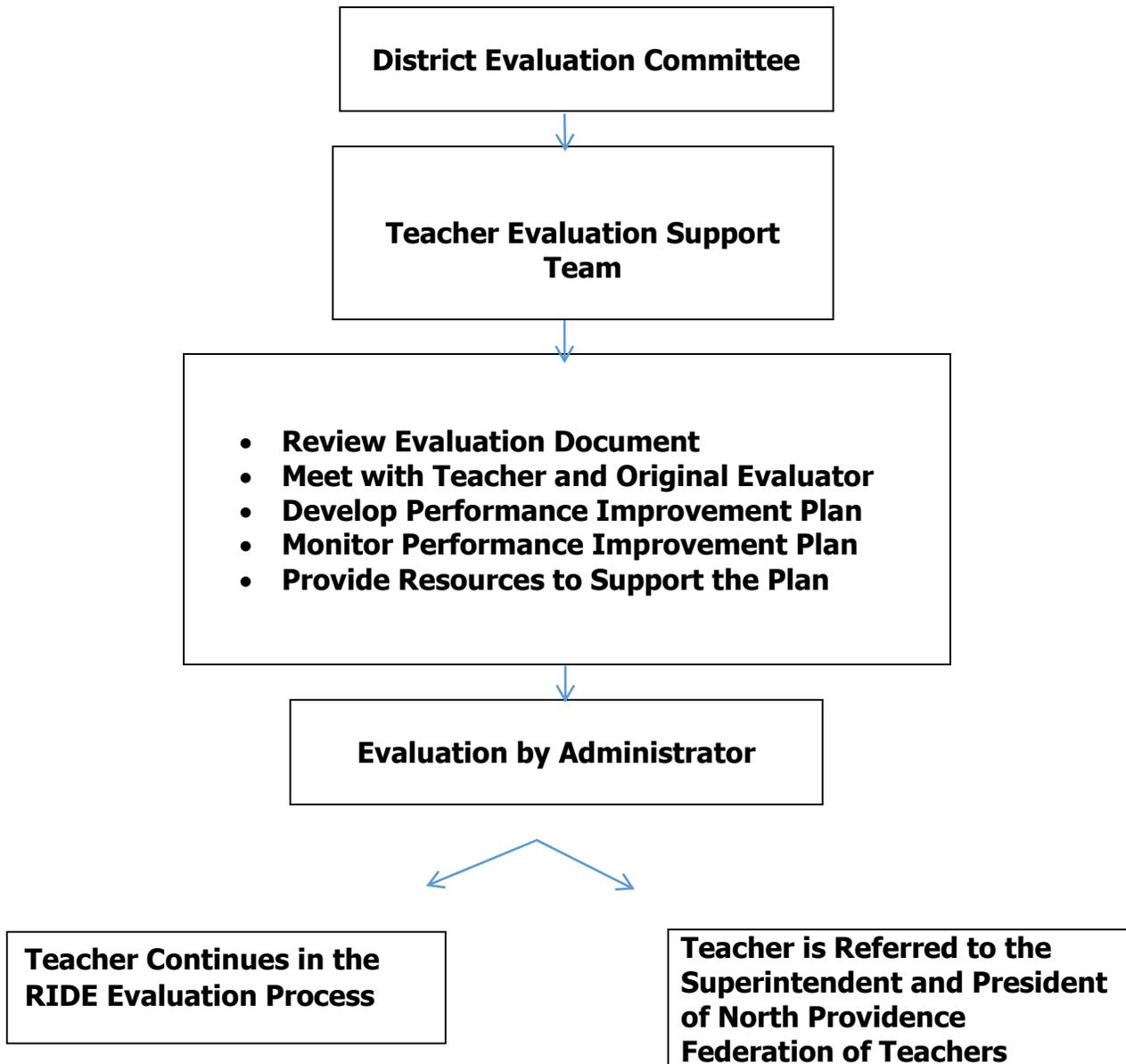
Support Plan Objective: (Must align with Professional Growth Goal)

<u>Action Steps</u>	<u>Responsibility</u>	<u>Evidence</u>
1.		
<u>Action Steps</u> 2.	<u>Responsibility</u>	<u>Evidence</u>
<u>Action Steps</u> 3.	<u>Responsibility</u>	<u>Evidence</u>

Improvement Plan must also specify timelines for the completion of classroom observations.

NORTH PROVIDENCE SCHOOL DEPARTMENT

**TEACHER EVALUATION SUPPORT TEAM
AND
EVALUATION PROCESS**





North Providence School Department
Evaluation Announced Observation Form

Today's Date: _____

Dear _____,

Your announced observation has been scheduled for the week of _____.

Please indicate below 3 possible dates and periods that you would like to be observed. You must include various times and levels/courses to reflect all of your students.

Return this form to your evaluator by Friday, _____ by the close of school.

Date	Time	Course/Content

I have no preference for my announced observation. Please arrive anytime during the scheduled week listed above.

Thank you!

Sincerely,

North Providence School Department

Educator Evaluation Appeal Process

1. The appeal process can only be used if Final Effectiveness Rating (FER) encompasses all components of the evaluation process. Prior to the appeal process being initiated the teacher must, in good faith, attempt to appeal to the educator's evaluator directly.
2. In the case of disagreement on any component or indicator on the evaluation, the educator must submit a written request for an appeal to the Superintendent within five (5) school days of receipt of the Summative Evaluation. An e-mail is not an acceptable form of notification. The educator shall receive acknowledgment that the request for the appeal has been received.
3. The written request to the Superintendent must be accompanied by the Appeal Form and related documentation specific to the point(s) of disagreement.
4. The Appeals Committee must convene within 10 school days from the date the written request was received by the Superintendent.
5. No member of the Appeals Committee shall participate in the appeal process if the committee person contributed in any way to the evaluation of the educator submitting the appeal.
6. The Appeals Committee will then review all evidence submitted by the educator. The Appeals Committee will invite both the educator and evaluator to appear before the Committee to present respective position, respond to questions, or clarify any issues. At no time will only one party be invited. Ratings in question will be adjusted if approved by the Appeals Committee.
7. Results of the appeal will be communicated to both the educator and evaluator within five (5) school days of the appeal review.
8. If the challenge is denied, the decision shall state the reasons for the denial.
9. The decision of the Appeals Committee may be appealed to the Superintendent and the Union President. If an educator appeals a FER of effective, the decision of the Superintendent shall be final and not subject to the grievance procedure.
10. If an educator appeals a FER of ineffective or developing, he or she may file a grievance on procedural grounds.
11. Any decision shall not prohibit an educator from other District procedures set forth in the Collective Bargaining Agreement, RIGL Title 16 or 28, or other rights granted under State/Federal Law.
12. 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 appeal process is not intended to interfere with, supersede, or take the place of any other due process mechanisms afforded to the educator.



North Providence School Department

Written Request for Appeal Form

Dear Superintendent,

I am requesting an appeal of my Final Effectiveness Rating which has been submitted for the current school year. Please see the attached Appeal Form and evidence supporting my request.

Sincerely,

Signature

Printed name: _____

School: _____

Date: _____

For office use only:

Date received: _____

Acknowledged by the Superintendent _____