

Coventry Evaluation Model

Teacher Evaluation System 2012-2013	Teacher Evaluation System 2013-2014
Observations	Observations
<p><u>Non-Tenured Educators:</u></p> <ul style="list-style-type: none"> ○ 4 Times per year minimally. ○ Formal observations 2 times p/year ○ Informal observations minimum 2 times p/year <p><u>Tenured Educators</u></p> <p>Who were previously rated as <i>Ineffective</i> are observed a total of 4 times per year, minimally.</p> <ul style="list-style-type: none"> ○ Formal observations occur two (2) times per year by a school-based or certified district administrator. ○ Informal observations occur a minimum of 2 times per year. <p>Who were previously rated as <i>Developing</i> are observed a total of 4 times per year, minimally.</p> <ul style="list-style-type: none"> ○ Formal observations occur 2 times per year. ○ Informal observations occur a minimum of 2 time per year <p>Who are in phase 2 of the evaluation cycle are informally observed a total of 2 times per year, minimally.</p>	<p><u>Non-Tenured Educators:</u></p> <ul style="list-style-type: none"> ○ 3 Times per year minimally ○ Formal observations 2 times p/year ○ Informal observations minimum 1 time p/year <p><u>Tenured Educators</u></p> <p>Who were previously rated as <i>Ineffective</i> are observed a total of 3 times per year, minimally.</p> <ul style="list-style-type: none"> ○ Formal observations occur two (2) times per year by a school-based or certified district administrator. ○ Informal observations occur a minimum of one (1) time per year <p>Who were previously rated as <i>Developing</i> are observed a total of two (2) times per year, minimally.</p> <ul style="list-style-type: none"> ○ Formal observations occur one (1) time per year. The one (1) formal observation must be conducted by a school-based or certified district administrator, with written feedback. ○ Informal observations occur a minimum of one (1) time per year <p>Who are in phase 2 of the evaluation cycle are observed a total of one (1) time per year, minimally.</p> <ul style="list-style-type: none"> ○ Informal observation is conducted for no less than 30 minutes, with written feedback focused on indicators previously rated Ineffective, Developing or Effective. However, feedback on indicators rated Highly Effective may be provided if the Lead Evaluator has a concern based on new evidence. Concerns need to be provided in writing to the teacher prior to a subsequent observation. A subsequent observation is required to add to the body of evidence prior to any indicator rating being reduced on the Summative Evaluation.
Formal Observations	Formal Observations
<ul style="list-style-type: none"> ○ Gather evidence for domains One, Two and Three ○ Standard Lesson Template ○ Classroom observations – Domains Two and Three. 	<ul style="list-style-type: none"> ○ Domains One, Two and Three are formatively assessed during formal observations. ○ Standard Lesson Plan Template – Domain One ○ Classroom Observations - Domains Two and Three.

Formal Observation Conferences	Formal Observation Conferences
<ul style="list-style-type: none"> Pre-conference must be held before a formal observation. Either the evaluator or educator may request a post-conference. Summative evaluation meeting is required. 	<ul style="list-style-type: none"> A Pre-Observation Conference may be held before a formal observation. A formal Post-Conference is not required. Summative evaluation meeting is required.
Professional Reflection	Professional Reflection
<ul style="list-style-type: none"> The educator must complete one (1) Observation Reflection based on a Formal Observation and the corresponding feedback provided on the Formative Feedback Form. Guiding questions will be answered by the educator 	<ul style="list-style-type: none"> The educator must complete one (1) Observation Reflection based on a Formal Observation and the corresponding feedback provided on the Formative Feedback Form. The Guiding Question for the professional reflection exercise is as follows: <i>What changes in my practice will I make in response to the observer's recommendations?</i> These reflections will form the basis of the evaluator's rating of component 4B of the rubric.
Professional Portfolio	Self – Assessment
<ul style="list-style-type: none"> Phase 1 and 3 only 	<ul style="list-style-type: none"> All educators shall complete a Self-Assessment for Domain Four
Professional Development Plan	Professional Development Plan
<ul style="list-style-type: none"> All teachers develop one professional development goal aligned to school/district goal. 	<ul style="list-style-type: none"> All educators who are in phase 1 or phase 2 of the evaluation cycle will submit a minimum of one professional development goal. Educators are encouraged to adopt the school or district goal. In some cases, the school and/or district-wide goals may not be appropriate for some educators. In such cases, the educator should develop a goal based on the results of past evaluations.
Professional Improvement Plan	Professional Improvement Plan
<ul style="list-style-type: none"> Designed to provide support to educators who receive summative evaluation ratings of Developing or Ineffective. 	<ul style="list-style-type: none"> Designed to provide support to educators who are rated Developing or Ineffective on the Summative PPR rubric.
Rubric	Rubric
<ul style="list-style-type: none"> Collect evidence to assess Domains 1, 2, 3, 4 Aligned to RIPTS Four performance levels Total of 17 indicators 	<ul style="list-style-type: none"> Collect evidence to assess Domains 1, 2, 3, 4 Aligned to RIPTS Four performance levels Performance level descriptors strengthened to improve clarity Select indicators regrouped and redundancy eliminated for a total of 16 indicators. Ratings for rubric indicators 2A, 2B, 2C, 2D, 2E & 2F are counted two times each. The PDP (if applicable) rating (rubric element 4A) is counted two times.
Measures of Student learning	Measures of Student Learning- Addendum RI Model
<ul style="list-style-type: none"> Student Learning Objective 	<ul style="list-style-type: none"> Student Learning / Outcome Objective Guidance has been updated per Addendum RI Model RI Growth Score Scoring: The combinations of (1) <i>Exceeded</i> and <i>Nearly Met</i> and (2) <i>Met</i> and <i>Nearly Met</i> will now both equal a score of <i>Full Attainment</i>. The SLO form in EPSS has been streamlined

