



EXCELLENCE IN TEACHING AND LEARNING

The Empowering Effective Teachers Plan

RISE: Research-Based, Inclusive System of Evaluation

Teacher Evaluation System

Education Committee April 7th, 2010



The Plan identifies 3 Strategic Priorities

- 1** Increase the number of highly effective teachers
- 2** Increase the exposure of high-needs students to highly effective teachers
- 3** Ensure all teachers and students work in learning environments that promote college readiness



Empowering Effective Teachers Plan Teacher Practice and Evaluation



Teacher Practice and Evaluation — A **research-based inclusive system of teacher evaluation (RISE)** is based on continual improvement of practice and the value that a teacher adds to student growth over time.



Teacher Practice and Evaluation

RISE: Making evaluation meaningful.



- With the development of RISE, PPS, the PFT and more than 120 teachers and administrators are striving to **create** an **evaluation system** that is **useful, fair, and informed** by the expertise of Pittsburgh teachers
- At the same time we are contributing to a **national effort** to develop better tools for **evaluating** and **understanding effective teaching**, and **increasing student achievement**

RISE is an improvement over the old evaluation system.



- Until 2009-10 District teacher evaluation resulted in a single summative satisfactory or unsatisfactory rating without any differentiated assessment of performance.
- A survey administered by PPS showed that less than 15% of teachers strongly agreed with the statement that “Teacher evaluation in my building is rigorous and reveals what is true about teachers’ practice.”

RISE Timeline



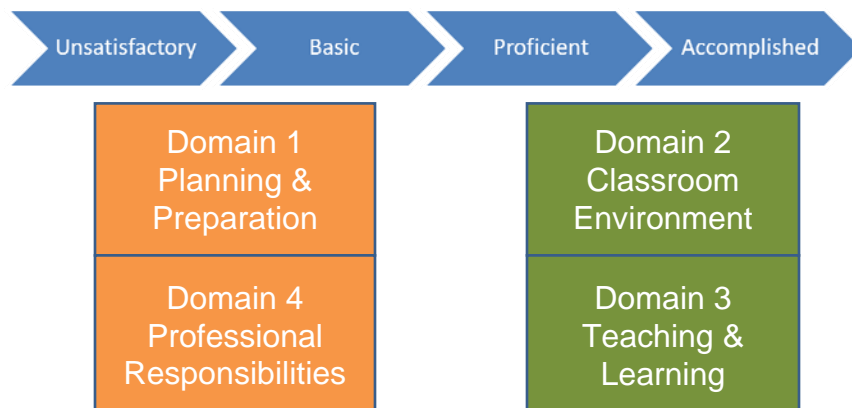
- Fall 2008 RISE District-PFT Leadership Teams convene
- April 2009 RISE event, RISE survey to all teachers
- April 20th 30+ schools express interest in RISE Pilot
- May 2009 4-Day RISE Design Retreat with over 130 teacher representatives
- June 2009 RISE Design Team reconvenes
- August 2009 3-5 day School Leadership Teams Training
- September 2009 – April 2010 **24 Rise Pilot Schools**
 - **8** School Leadership train the trainer sessions
 - **Over 100** District-PFT Leadership Team visits to pilot schools
 - **6+** RISE Design Team Meetings

RISE Ongoing



- May 2010
 - 2-day retreat with non-pilot schools
 - RISE Pilot Schools adopt 2 non-pilot school
 - RISE Supported Growth Goal Design Retreat
- August 2010
 - 3-day RISE year 1 school leadership team training
 - 2-day RISE year 2 school leadership team training
- September 2010
 - RISE Pilot Schools begin Phase 2 of RISE
 - All other schools begin RISE Phase 1

RISE Rubric of PPS Standards of Effective Teaching:
4 Domains, 24 components of practice, 4 performance
levels



RISE Rubric is based on Charlotte Danielson's Framework for Teaching

Unsatisfactory

Basic

Proficient

Accomplished

PPS
&
PFT

Domain 1: Planning & Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

1b: *Demonstrating Knowledge of Students*

1c: *Setting Instructional Outcomes*

1d: Demonstrating Knowledge of Resources

1e: *Planning Coherent Instruction*

1f: Designing Ongoing Formative Assessments

Domain 2: Classroom Environment

2a: Creating a Learning Environment of Respect and Rapport

2b: *Establishing a Culture for Learning*

2c: Managing Classroom Procedures

2d: *Managing Student Behavior*

2e: Organizing Physical Space

Domain 4: Professional Responsibilities

4a: *Reflecting on Teaching and Student Learning*

4b: *System for Managing Students' Data*

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

Domain 3: Teaching and Learning

3a: Communicating with Students

3b: *Using Questioning and Discussion Techniques*

3c: Engaging Students in Learning

3d: *Using Assessment to Inform Instruction*

3e: Demonstrating Flexibility and Responsiveness

3f: *Assessment Results and Student Learning*

3g: *Implementing Lessons Equitably*

3g: Implementing Lessons Equitably



Unsatisfactory

- Rarely or never implements culturally responsive instructional strategies to address racial and cultural achievement disparities among some students.

Basic

- Inconsistently implements culturally responsive instructional strategies to address racial and cultural achievement disparities among students.

Proficient

- Consistently uses, culturally responsive instructional strategies to address racial and cultural achievement disparities among groups of students.

Distinguished

- Consistently and effectively uses a wide array of culturally responsive instructional strategies to address racial and cultural achievement disparities among individual and groups of students. Students demonstrate a commitment to the culturally responsive learning community.

4 RISE Performance Evaluation Strands

Novice

- First six semesters of teaching (non-tenured)
- Minimum of 4 formal observations and 4 informal observations per year

Experienced Formal

- Experienced teachers (tenured)
- One every three years
- Minimum of 2 formal observations and 2 informal observations per year

Experienced Support Growth Goal

- Experienced teachers (tenured)
- Twice every three years
- Growth project focused on one of the 24 components of practice (under development)

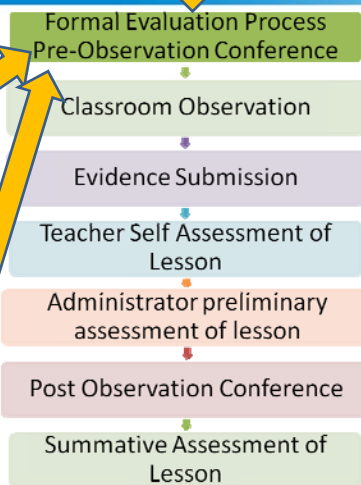
Intensive Support

- To be designed in the Spring of 2012 for implementation in 2012-2013

Annual RISE Evaluation Process



Formal Observing & Conferring Process



RISE Design Team

