



EXCELLENCE IN TEACHING AND LEARNING

*The Empowering Effective Teachers Plan*

# ***RISE: Research-Based, Inclusive System of Evaluation***

## ***Teacher Evaluation System***

Education Committee April 7<sup>th</sup>, 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



**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



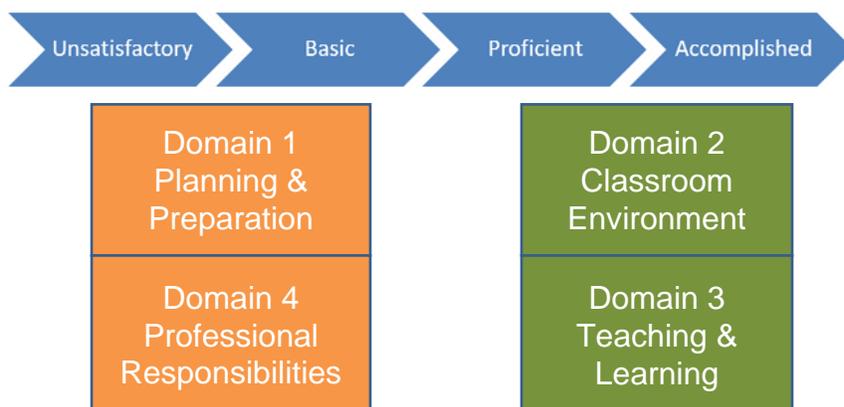
- Fall 2008 RISE District-PFT Leadership Teams convene
- April 2009 RISE event, RISE survey to all teachers
- April 20<sup>th</sup> 30+ schools express interest in RISE Pilot
- May 2009 4-Day RISE Design Retreat with over 130 teacher representatives
- June 2009 RISE Design Team reconvenes
- August 2009 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

**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)

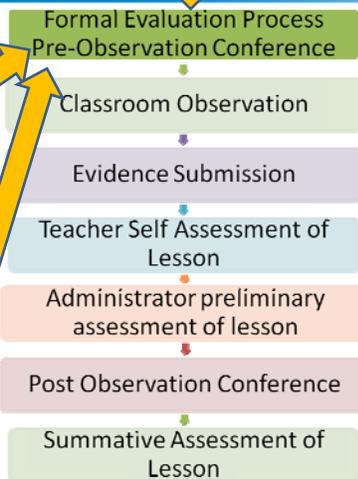
### Intensive Support

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

### Annual RISE Evaluation Process



### Formal Observing & Conferencing Process



# RISE Design Team

