

RISE Teacher Evaluation Process 2011-2012

Membership	Novice Teachers	Experienced Teachers	
		Formal Observation Process	Peer Review Supported Growth Project (SGP)
Membership Description	First six semesters of teaching with a level I certificate	Any teacher who is not a novice and/or, not on an Employee Improvement Plan, not in Peer Review SGP, new to school and/or new to district and/or new to content and/or new to level (elementary, middle, high) would be formally assessed on the RISE rubric and provided with appropriate formative supports (ITLs, content supervisors, coaches, mentor teachers, peer observations, professional development).	All experienced teachers who would not benefit from an Employee Improvement Plan (EIP) or that do not meet the requirements for formal observation process (new to school, etc.) Participation in the Peer Review Supported Growth Project is not optional. Teachers may not elect formal observation process. 2011-2012 Peer Review SGP Cohort must be heterogeneous in terms of teacher performance levels.
Frequency of Evaluation	School year 2011-2012 School-based administrator will conduct a minimum two formal and two informal classroom observations <u>per semester</u> .	School year 2011-2012 2/3 of eligible teachers will participate in the Formal Observation process. The school-based administrator will conduct a minimum two formal and two informal classroom observations <u>per school year</u> .	School year 2011-2012 1/3 of eligible teachers will participate in the Peer Review SGP Process. SELECTION of 1/3 SGP for 2011-12 <ul style="list-style-type: none"> • RISE School-based Leadership Team • Teacher Volunteers • Lottery of eligible teachers if necessary During the SGP cycle, formative assessment will occur using RISE Informal Observation Tools. If a performance concern occurs anytime throughout SGP year, the administrator, based on objective, collected evidence will place the teacher in the formal cycle and/or enact an EIP.
Description of Assessment	RISE is a differentiated system of teacher evaluation that defines effective teaching across 4 Domains and 24 Components of Practice. Multiple observations are used to collect evidence about a teacher's practices to guide professional growth. Additional evidence may be collected and observations may be conducted by content supervisors, district administrators and ITLs. Teachers may decide if the evidence collected by ITLs is added to their RISE evidence portfolio.		The Peer Review Supported Growth Project allows a teacher to focus on one RISE component of practice that will result in improving classroom practices and impacts student learning. <ul style="list-style-type: none"> • Identify a component of practice to develop • Facilitate collaboration with peers to grow practice • Honor the presumption of professionalism • Promote individualized teacher learning, reflection and growth • Supports School and District initiatives • Provides assessment-driven professional development • Provides job-embedded learning and growth opportunities The focus for Peer Review SGP is identified by the teacher and approved by the principal. The focus of the SGP should be in an area that provides the most growth in professional practice.

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<p>Description of Process</p>	<p>Step 1: Self-assessment of practice by the teacher on all 24 rubric components at start of school year. The teacher has the option to share with the administrator.</p> <p>Step 2: Collection of evidence, all year, on all 24 components as appropriate by administrator on the approved document and within the RISE Software, through:</p> <p>Formal Observation Process:</p> <ol style="list-style-type: none"> 1. Pre-observation Conference: Administrator and teacher meet to discuss the lesson to be observed. The focus of the conference is to elicit evidence for, but not limited to, the Power Components in Domains 1 and 4. 2. Formal Classroom Observation: The administrator collects evidence focused, but not limited to, the Power Components in Domain 2 and Domain 3. 3. Evidence Submission: The administrator provides to the teacher written evidence collected during the observation. The teacher is invited to clarify the evidence. 4. Teacher self-assessment of the Lesson: The teacher reviews the evidence collected during the observation and completes a self-assessment of the lesson. The teacher may clarify evidence captured by the administrator. Prior to the Post-conference, teacher shares his/her self-assessment with the administrator. 5. Administrator Preliminary Assessment of the Lesson: After the administrator reviews the teacher's self-assessment, he/she completes the preliminary assessment of the lesson. The administrator completes the assessment for the components where the administrator and teacher agree, or where the administrator identified a higher level of performance. The administrator leaves components blank where there is a difference. This is shared with the teacher prior to the Post-observation conference. 6. Post-observation conference: The administrator invites the teacher to discuss the components of difference as well as areas of strength and areas of growth. 7. Assessment of the Lesson: The administrator provides the teacher with FORM A-1. <p>Important Notes about RISE Formal Observation Process:</p> <ul style="list-style-type: none"> • RISE informal observations occur throughout the year. Multiple visitations by administrator and/or supervisor conducting formal and/or informal observations are part of the RISE process. Observations include some announced and some unannounced (unannounced formal observations do not have a pre-conference). If evaluator and teacher cannot come to consensus on assessment of teaching, the decision rests with administrator. Teacher may submit a rebuttal which becomes part of the official record of that observation. <p>Step 3: Mid-year teacher self-assessment of their practice. The teacher self-assesses on all 24 components, based on relevant evidence. The administrator reviews the teacher self-assessment and corroborates or corrects the assessment.</p> <p>Step 4: Teacher reviews evidence from the year, completes his/her self-assessment of practice on 24 components and submits to the administrator. Teacher may request an optional Evidence and Performance Review Conference. The administrator reviews the teacher's self-assessment and evidence from the year. The administrator may request an optional Evidence and Performance Review Conference. The administrator completes his/her final assessment on the 12 power components, Forms A2, and completes the annual rating form. The administrator submits end-of-year annual rating to the teacher via the RISE Software and prints/signs/submits copies of Form A2 and End-of-year Annual Rating Form to the teacher. Teacher and/or administrator may request an optional Rating Review and Next Steps Conference. Within 7 days, the teacher may submit an addendum to Form A2 in the RISE Software.</p>	<p>There are two options for the RISE Supported Growth Peer Review Process. Please refer pages 3 and 4.</p>
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	Supported Growth Higher Touch Principal Involvement Option	Supported Growth Lower Touch Principal Involvement Option
Description of Process	<p>Step 1: Completion of Self-assessment of Practice (September) The teacher self-assesses on all 24 rubric components. The teacher has the option to share with the administrator.</p> <p>Step 2: Selection of SGP Focus Component and Construction of SGP Plan: (Sept. – Oct.) The teacher considers selecting a component that will provide an opportunity for the most growth in his/her professional practice and will impact student learning. If the teacher was Basic on the previous year’s Annual Rating Form, the principal should be more involved in the selection of the component.</p> <ul style="list-style-type: none"> • Teacher selects component that will provide an opportunity for the most growth in his/her professional practice and will impact student learning. • Teacher describes his/her: current level of performance in the focus component and the level hoped to achieve; steps needed to reach desired performance level; evidence that will be collected and used to reflect upon professional growth and its impact on student learning; growth in this component and how growth will impact student learning; collegial supports that will assist in achieving goals and provide additional support; • Teacher should obtain peer and principal feedback to inform selection as well as completing the SGP project plan using the planning checklist in the RISE Software. • Teacher gets approval from principal for component of focus and SGP Plan. <p>Step 3: Peer Review Groups Established (October)</p> <ul style="list-style-type: none"> • The RISE School-based Leadership Team organizes SGP teachers into small peer review groups based on SGP component focus, content area, and/or grade level (no more than 5 people per group). • SGP Peer Review Teams establish norms (schedule, process for feedback, expectations, etc.) that will be approved by the RISE School-based Leadership Team. • RISE Big Brother/Big Sister School will support Little Brother/Little Sister Schools as well as new SGP teachers in their own school. <p>Step 4: Progress Monitoring and SGP Reflection (Nov. & Dec.)</p> <ul style="list-style-type: none"> • Peer Review SGP teams meet monthly to discuss progress and monitor implementation. • Teachers informally share key accomplishments to date and potential challenges/support required. • Formative feedback by peer review team members are provided to teacher using standard feedback form. SGP teacher synthesis feedback and completes reflection and SGP progress monitoring in RISE Software. 	<p>Step 1: Completion of Self-assessment of Practice (September) The teacher self-assesses on all 24 rubric components. The teacher has the option to share with the administrator.</p> <p>Step 2: Selection of SGP Focus Component and Construction of SGP Plan: (Sept. – Oct.) The teacher considers selecting a component that will provide an opportunity for the most growth in his/her professional practice and will impact student learning. If the teacher was Basic on the previous year’s Annual Rating Form, the principal should be more involved in the selection of the component.</p> <ul style="list-style-type: none"> • Teacher selects component that will provide an opportunity for the most growth in his/her professional practice and will impact student learning. • Teacher describes his/her: current level of performance in the focus component and the level hoped to achieve; steps needed to reach desired performance level; evidence that will be collected and used to reflect upon professional growth and its impact on student learning; growth in this component and how growth will impact student learning; collegial supports that will assist in achieving goals and provide additional support; • Teacher should obtain peer and principal feedback to inform selection as well as completing the SGP project plan using the planning checklist in the RISE Software. • Teacher gets approval from principal for component of focus and SGP Plan. <p>Step 3: Peer Review Groups Established (October)</p> <ul style="list-style-type: none"> • The RISE School-based Leadership Team organizes SGP teachers into small peer review groups based on SGP component focus, content area, and/or grade level (no more than 5 people per group). • SGP Peer Review Teams establish norms (schedule, process for feedback, expectations, etc.) that will be approved by the RISE School-based Leadership Team. • RISE Big Brother/Big Sister School will support Little Brother/Little Sister Schools as well as new SGP teachers in their own school. <p>Step 4: Progress Monitoring and SGP Reflection (Nov. & Dec.)</p> <ul style="list-style-type: none"> • Peer Review SGP teams meet monthly to discuss progress and monitor implementation. • Teachers informally share key accomplishments to date and potential challenges/support required. • Formative feedback by peer review team members are provided to teacher using standard feedback form. SGP teacher synthesis feedback and completes reflection and SGP progress monitoring in RISE Software.

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- **Administrator is invited to participate in the progress monitoring meetings and may use the opportunity to collect evidence in the RISE Software; however, they are not required to attend.**

Step 5: Mid-year Peer and Progress Review Presentation (Jan. or Feb.)

- SGP Teacher completes self-assessment of practice on all 24 components.
- SGP Teachers in their SGP teams share key accomplishments to date, potential challenges and supports needed at the mid-year peer and progress review presentation.
- All teachers must present at the mid-year peer and progress review meeting.
- Teachers receive formative feedback from the peer review team using a standard form. SGP teacher synthesis feedback and completes reflection and SGP progress in RISE Software.
- **Administrator is required to attend the Mid-year Peer and Progress Review and sign-off on the progress to date.**

Step 6: Progress Monitoring and SGP Reflection (March & April)

- Peer Review SGP teams meet monthly to discuss progress and monitor implementation.
- Teachers informally share key accomplishments to date and potential challenges/support required.
- Formative feedback by peer review team members are provided to teacher using standard feedback form. SGP teacher synthesis feedback and completes reflection and SGP progress in RISE Software.
- **Administrator is invited to participate in the progress monitoring meetings and may use the opportunity to collect evidence in the RISE Software; however, they are not required to attend.**

Step 7: End-of-Year Evaluation and End of Year Self-assessment: (May or June)

- Teacher completes (1) self-assessment of practice on 24 components, (2) SGP rubric and (3) SGP Comparing and Concluding Step 6 in RISE Software.
- Teacher presents to principal and SGP Peer Review Group using SGP protocol.
- Principal and peer review teachers evaluate the SGP using the rubric and SGP standard feedback form. Peer reviewer's SGP rubric scoring informs the principal's end-of-year rating. Peer review team **formative scoring** on rubric is anonymous but feedback can be shared.
- **Principal ASSIGNS final rating in the RISE Software informed by peer reviewers SGP Rubric Scoring.**
- Optional: Principal and teacher meet to discuss rating.

Optional: Teacher presents to larger staff (entire, content area, grade level, entire SGP cohort, etc.)

- **Administrator does not participate in the progress monitoring meetings.**

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- SGP Teachers in their SGP teams share key accomplishments to date, potential challenges and supports needed at the mid-year peer and progress review presentation.
- All teachers must present at the mid-year peer and progress review meeting.
- Teachers receive formative feedback from the peer review team using a standard form. SGP teacher synthesis feedback and completes reflection and SGP progress in RISE Software.
- **Administrator is invited to participate in the Mid-year Peer and Progress Review Meeting. Administrator is not required to sign-off of the progress to date. Administrator may or may not attend the meeting.**

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- Teachers informally share key accomplishments to date and potential challenges/support required.
- Formative feedback by peer review team members are provided to teacher using standard feedback form. SGP teacher synthesis feedback and completes reflection and SGP progress in RISE Software.
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Step 7: End-of-Year Evaluation and End of Year Self-assessment: (May or June)

- Teacher completes (1) self-assessment of practice on 24 components, (2) SGP rubric and (3) SGP Comparing and Concluding Step 6 in RISE Software.
- Teacher presents to principal and SGP Peer Review Group using SGP protocol.
- Principal and peer review teachers evaluate the SGP using the rubric and SGP standard feedback form. Peer review rating on rubric is anonymous but feedback can be shared.
- **Principal and peer review team ratings are aggregated and the RISE Software populates average final rating. Peer reviewers for aggregate final rating should be no less than 2 and more than 4 peer reviewers, representing 2/3 to 4/5 of the final rating for the SGP teacher.**
- Optional: Principal and teacher meet to discuss rating.

Optional: Teacher presents to larger staff (entire, content area, grade level, entire SGP cohort, etc.)