



RISE

Business Rules



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great
things.



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Table of Contents

RISE Business Rules	3
Section 1: Overview	3
Section 2: RISE Processes	5
Section 3: Observations	7
Section 4: Defining an Observer in Pittsburgh Public Schools	8
Section 5: Caseload and Observation Guidelines	8
Section 6: Intensive Support	10
Section 7: Summative Evaluation	11
Section 8: Leaves of Absence and Special Cases	13
Section 9: Career Ladder Teacher Evaluation	13

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Section 1: Overview

The mission of the Research-based Inclusive System of Evaluation (RISE) is to ensure students are Promise-Ready by continuously advancing the professional practice of Pittsburgh Public School teachers.

The RISE observation system does more than evaluate; it fosters teacher learning and promotes continuous growth of professional practice. As a growth-oriented model, RISE is differentiated to support novice and experienced teachers across four performance levels within the RISE rubric: unsatisfactory, basic, proficient, and distinguished.

Supervision within the system is differentiated based on tenure status and summative performance level. Based on these considerations, at the beginning of the year, teachers are organized into two categories based on their professional growth needs: the formal RISE process (for tenured and pre-tenure teachers) and the Independent Growth Year (for tenured teachers).

The Four Domains of RISE

The four domains are drawn from the work of Charlotte Danielson's Framework for Teaching.

Domain 1: Planning and Preparation – Components address how a teacher plans and prepares for lessons by identifying what is important for students to learn and designing instruction that enables students to achieve those learning goals—the design of the plans implemented in Domain 3. At high levels of performance in this domain, a teacher's planning includes clearly defined instructional outcomes, learning activities that require a high level of student engagement and rigor, and differentiation based on student needs.

Domain 2: The Classroom Environment – Components address the conditions that a teacher creates in order for learning to take place—the conditions that are necessary for the components of Domain 3 to be put in place effectively. At high levels of performance in this domain, a teacher organizes and manages the classroom so that all students can learn and feel safe to take intellectual risks, maximizes instructional time, and fosters respectful interactions among and between teachers and students with sensitivity to students' cultures, races, and levels of development.

Domain 3: Teaching and Learning – Components address how a teacher actually engages students with the content—the implementation of the plans designed in Domain 1. At high levels of performance in this domain, a teacher encourages students to participate in a community of learners, engage in rigorous learning, and develop a deep understanding of complex concepts. They recognize their responsibility for student learning in all circumstances and demonstrate significant impact on student growth over time.

Domain 4: Professional Responsibilities – Components identify professional skills and responsibilities that are not necessarily visible in the classroom, but are crucial for successful classroom teaching and for enhancing the profession of teaching overall. At high levels of performance in this domain, the teacher effectively communicates with key stakeholders, consistently demonstrates professional growth, actively participates in a professional community, and makes contributions to the profession as a whole.

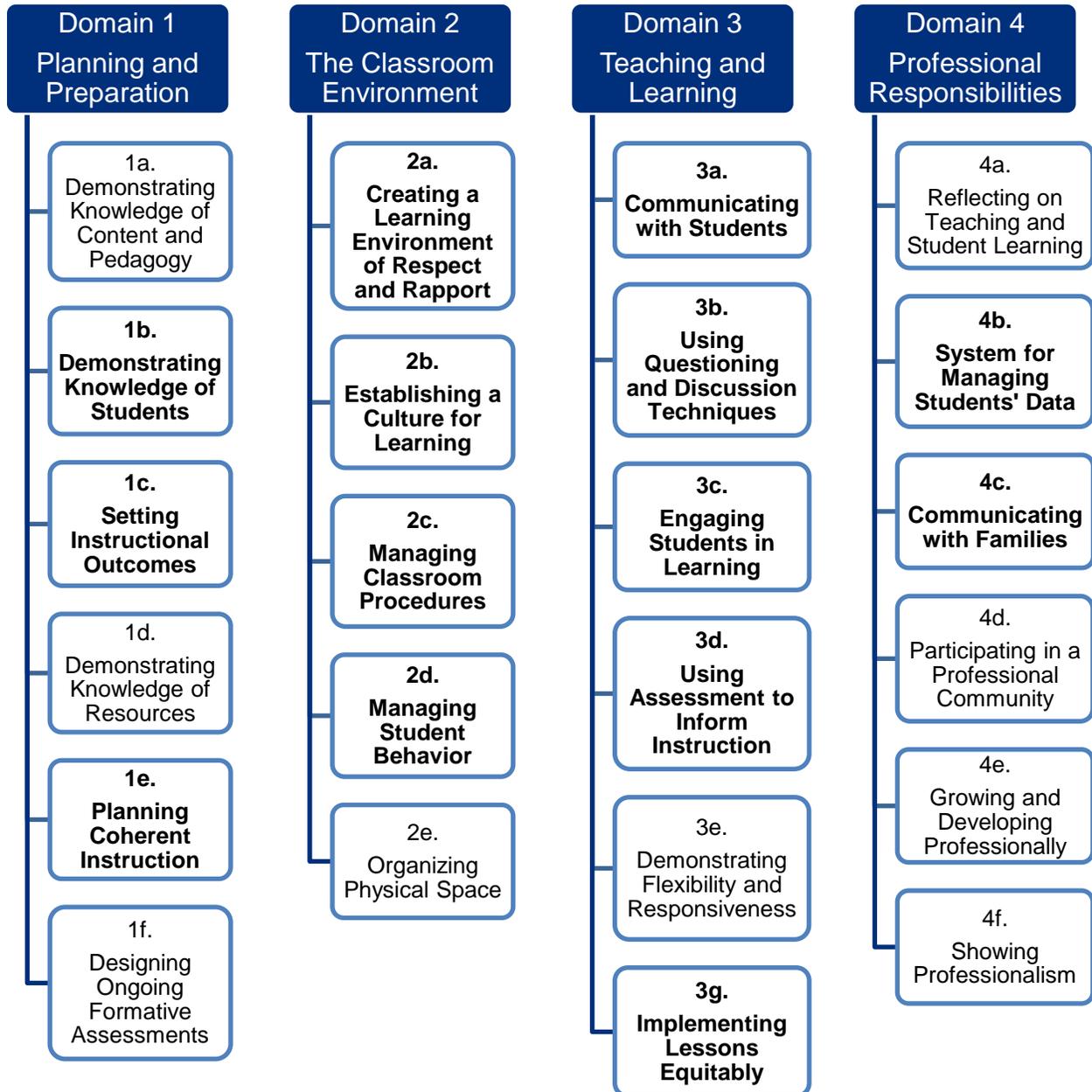
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Goal Statement

In Pittsburgh Public Schools, an effective teacher is a professional who knows his or her subject, and teaches it well, inspiring and engaging all students as individuals to fulfill their personal and career goals, and accelerating learning so that all students are Promise-Ready.

RISE is a differentiated system of evaluation of teacher practice that specifically defines effective teaching across 4 Domains and 23 Components of Practice. RISE is just one of the tools used to collect evidence about a teacher's practice to inform and guide continuous professional growth

The RISE Framework



*Bold font denotes power components.

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The Four Performance Levels of RISE

The RISE framework is derived from the latest theoretical and empirical research about teaching. In the RISE framework, levels of performance are provided for each of the 23 components of practice across the four domains: distinguished, proficient, basic, and unsatisfactory. The levels range from describing teachers who are still striving to master the rudiments of components of effective practice to highly accomplished professionals who have mastered one or many of these components. The rubric levels are levels of performance of *teaching* not of *teachers*. Even though the terms are *similar*, these rubric levels are different from the *overall* performance levels of Distinguished, Proficient, Needs Improvement or Failing used for end-of-year ratings.

Unsatisfactory Teaching Practice	Basic Teaching Practice	Proficient Teaching Practice	Distinguished Teaching Practice
Teachers performing at the unsatisfactory level do not yet appear to understand the concepts underlying the component(s). Working on the fundamental practices associated with the elements will enable the teacher to grow and develop. In some areas of practice, performance at the unsatisfactory level represents teaching that is below the standard of “do no harm”, where student learning is compromised.	Teachers performing at the basic level appear to understand the concepts underlying the component(s) and attempt to implement their elements. However, the implementation is sporadic, intermittent, or otherwise not entirely successful. Additional support through reading, discussion, visiting classrooms of other teachers, and other experiences will enable the teacher to become proficient.	Teachers performing at the proficient level clearly understand the concepts underlying the component(s) and implement them well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.	Teachers performing at the distinguished level demonstrate mastery at a level that makes a contribution to the field. On these component(s) their classrooms operate at a qualitatively different level from those of other teachers.

Section 2: RISE Processes

At the beginning of the school year, teachers are placed on a cycle of support based on prior performance and tenure status. The descriptions below outline those processes in more detail, and who is eligible to participate in each. The decision about eligibility is at the discretion of the administrator.

Formal Process

- All informal and formal observations of a teacher, as well as evidence submitted by a teacher on their own practice throughout the year, contribute to a teacher’s summative RISE rating. Multiple observations are used to collect evidence about a teacher’s practice to foster professional growth and summatively evaluate each teacher’s performance accurately.
- Evidence is collected throughout the year on all 23 components, with a focus on the 15 power components, by the teacher and the administrator. The burden of evidence collection falls on the observer. The administrator is required to provide a rating on the 15 power components at the end of the year. The teacher should also collect evidence for components throughout the year.

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- With evidence collection, quality over quantity is the rule. Evidence collection should be focused on the power components, but not at the exclusion of other components.
- Additional evidence may be collected and observations may be conducted by content supervisors, district administrators, and other instructional observers. All evidence shared through observation cycles will be stored within EdReflect (see Section 4).

Independent Growth Year

The Independent Growth Year (IGY) process allows tenured teachers who have demonstrated Proficient or Distinguished performance in the most recent school year based on their Annual Rating Form to focus on their professional growth independently for up to two consecutive school years.

- What can be expected during an Independent Growth Year:
 - During an IGY, teachers may participate in cycles of observations, feedback, and support with their administrator. Informal and formal observations can occur and other support (i.e., co-planning, coaching, modeling), can be provided according to teacher need or request. Teachers on IGY can also access professional growth resources throughout the year.
 - Teachers on IGY are not required to complete a RISE self-assessment.
 - In the event a principal believes a teacher would benefit from the support of the formal process, an administrator may elect to move the teacher back to the formal process. If necessary, this movement must take place by the start of the second semester.
 - There is not a recommended or required number of observations for teachers during an IGY.

Identification of Eligible Teachers for Independent Growth Year or the Formal Process

- The determination of caseloads is at the discretion of the administrator, taking into consideration the following:
 - The administrator should be informed by the previous year's A-2 Forms and Educator Effectiveness Reports when making teacher caseload decisions.
 - Only tenured teachers whose performance was Proficient or Distinguished on their prior year Annual Rating Form are eligible to participate in IGY.
 - A teacher must have participated in the formal process in at least one of the prior two years to be eligible for the IGY in the current year.
 - Teachers who have a preference for the process they participate in should reach out to their administrator before caseloads are confirmed in the fall to provide input.
 - Teachers who are eligible for level advancement on the Career Ladder Salary Schedule in the next two years have the ability to "opt out" of an IGY.
 - A teacher who was on a leave that resulted in a rating of Satisfactory-IE the prior year is not eligible to participate in IGY until they have completed one year on the formal process.
 - Tenured teachers are not eligible to participate on IGY for more than two consecutive years.
- Caseloads are confirmed by administrators in EdReflect (*see current year calendar for due date*). Once the administrator elects a process for each teacher (working with the teacher to do so as applicable), they must remain on that process for the duration of the school year, unless moved to the formal process by the administrator prior to the start of the second semester.
- Itinerants and teachers who are in multiple schools may participate in an IGY.

Section 3: Observations

Formal Observation	Informal Observation
<ul style="list-style-type: none"> • Full cycle with post-conference (may contain a pre-conference) • Focuses on all observable components • Typically lasts at least a full class period 	<ul style="list-style-type: none"> • Not a full cycle (no pre- or post-conference) • Components not rated, but evidence shared • May not focus on all observable components; may focus specifically on a few components • Typically lasts less than half of the period and/or lesson

Completing Formal Observations in EdReflect (should be completed within 3-5 days)

1. Pre-observation Conference (if the observation is announced): Observer and teacher meet to discuss the lesson to be observed. This *must be done in person* for at least one announced formal across the year for teachers who are on the formal process. During other formal observations, this exchange may occur over email, depending on the teacher's needs. The focus of the conference is to elicit evidence for, but not limited to, the power components in Domains 1 and 4. Pre-observation conferences should not exceed 30 minutes. If the pre-conference is being held in person, the teacher should prepare based on their discretion. Work should not be assigned by the observer in advance to bring to the pre-conference.
2. Formal Classroom Observation: The observer collects evidence focused on components in Domains 2 and 3.
3. Evidence Submission: The observer shares evidence with the teacher that was collected during the observation using EdReflect.
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 observer. Prior to the post-conference, the teacher shares his/her self-assessment with the observer.
5. Observer Preliminary Assessment of the Lesson: After the observer reviews the teacher's self-assessment, he/she completes the preliminary assessment of the lesson. The observer completes the assessment for the components where the observer and teacher agree, or where the observer identified a higher level of performance. The observer may leave components blank where there is a difference. These components should be a focus within the post-observation conference. The preliminary assessment is shared with the teacher prior to the post-observation conference.
6. Post-observation Conference: The observer and teacher discuss the observation, focusing on areas of strength and areas of growth, as well as addressing the components of difference (as described above) as needed. Post-observation conferences should not exceed 40 minutes.
7. Assessment of the Lesson: The observer provides the teacher with Form A-1. If the observer and teacher cannot come to consensus on the assessment of teaching, the decision rests with the observer. Within seven days of receiving Form A-1, the teacher may submit an addendum through EdReflect which becomes part of the official record of that observation.

Completing Informal Observations in EdReflect (should be completed within 1-2 days)

While component ratings are not provided during an informal observation process, feedback is shared between the observer and the teacher through the informal feedback form or as part of the notes collected and shared as part of the observation within EdReflect. This feedback is recommended to be in the form of identification of strengths and areas of growth that make it clear to the teacher the parts of the lesson that were strong and the opportunities for growth. Although a post-conference is not a required part of an informal observation, either party can request one to discuss the feedback from an informal observation.

Section 4: Defining an Observer in Pittsburgh Public Schools

Several role groups can serve as observers of teacher practice and contribute evidence to a teacher's summative evaluation in RISE.

Administrators (Principals, Assistant Principals, and School-Based Directors)

Administrators are principals, assistant principals, and school-based directors who can conduct both formal and informal observations with teachers in their schools for the purpose of professional growth. These observations contribute to the evidence portfolios of the teachers on their caseloads, for those who are on the formal process.

Curriculum, Instruction, Assessment, and Professional Development (CIAPD) Staff

Curriculum supervisors and content experts can conduct formal and informal observations throughout the year. The evidence collected during these observations will be shared using EdReflect.

Section 5: Caseload and Observation Guidelines

This section outlines the required and recommended number of observations for different groups of teachers.

Tenured Teachers

- A tenured teacher is one who has completed six satisfactory semesters of teaching with Pittsburgh Public Schools or another public school district in Pennsylvania.
- All tenured teachers are assigned annually to either the formal process with support from an administrator or an independent growth year (IGY) with supports from an administrator.
- Guidelines for assigning teachers to the two RISE processes are based on the results of the prior year Annual Rating Form and other factors are described below:

Performance or Type of Tenured Teacher	Eligible for Formal Process	Eligible for Independent Growth Year
Distinguished	Yes	Yes
Proficient	Yes	Yes
Needs Improvement*	Yes	No
Failing*	Yes	No
New to Content**	Yes	Not recommended, but not excluded
New to School**	Yes	Not recommended, but not excluded
Career Ladder Teacher	Yes	Yes

*Teachers who receive a Needs Improvement or Failing on their prior year Annual Rating Form are required to participate in intensive support (see next section). **Teachers within these buckets are at the administrators' discretion.

RISE

Business Rules

- Guidelines for recommend observations for a tenured teacher on the Formal RISE Process based on performance on prior year Educator Effectiveness Reports are described below:

Performance Level	Recommended Number of Formal and Informal Observations	Required Number of Formal Observations
Failing	Up to 15	Minimum of two formals per year (at least one announced)
Needs Improvement	Up to 15	Minimum of two formals per year (at least one announced)
Proficient	5-7	Minimum of one announced formal per year
Distinguished	5-7	Minimum of one announced formal per year

Pre-Tenured Teachers

- A pre-tenure teacher is one who has not yet completed six satisfactory semesters of teaching with Pittsburgh Public Schools or another public school district in Pennsylvania.
- Pre-tenure teachers are only eligible to participate in the formal process.
- Pre-tenure teachers receive summative ratings each semester until they earn tenure.
- All mid-year evaluations are based on the preponderance of evidence on the 15 power components.
- When applicable, end-of-year ratings are based on 50% professional practice and 50% student outcomes for any pre-tenure teacher in his/her 4th semester and beyond. For example, a fall hire with continuous service receive his/her evaluation based on 50% professional practice and 50% student outcomes after the 4th and 6th semester of teaching (spring of their 2nd and 3rd year). End-of-year ratings are based on the preponderance of evidence on the 15 power components if sufficient multiple measures are unavailable.
- If a pre-tenure teacher receives an overall rating of Needs Improvement at any point, he/she will be required to participate in intensive support the following semester. If a pre-tenure teacher receives two Needs Improvement ratings within his/her six semester pre-tenure period, this leads to an Unsatisfactory rating. One Unsatisfactory rating for pre-tenure teachers leads to a recommendation for dismissal.
- If a pre-tenure teacher receives an overall rating of Failing for any semester within his/her six semester pre-tenure period, this leads to an Unsatisfactory rating. One Unsatisfactory rating for pre-tenure teachers leads to a recommendation for dismissal.
- Guidelines for recommend observations for a pre-tenured teacher on the Formal RISE Process based on performance on prior year Educator Effectiveness Reports are described below:

Performance Level*	Recommended Number of Formal and Informal Observations	Required Number of Formal Observations
Failing	Up to 15 (per year)	Minimum of two formals per semester (at least one announced)
Needs Improvement	Up to 15 (per year)	Minimum of two formals per semester (at least one announced)
Proficient	5-7 (per year)	Minimum of one announced formal per semester
Distinguished	5-7 (per year)	Minimum of one announced formal per semester

*For first year teachers who do not have a prior year performance level, the guidelines for number of touch points should be determined by the principal based on initial observations and the teacher's individual needs.

Section 6: Intensive Support

The intensive support process provides resources to teachers who need additional support in one or more areas of their practice. Teachers in need of intensive support participate in this process in addition to participating in the formal process. Intensive support provides teachers the opportunity to work with their principals to identify which supports will be most impactful on their professional growth.

Identification of Teachers in Need of Intensive Support

- Teachers who performed at the Needs Improvement or Failing level on their prior year Annual Rating Form are required to participate in the intensive support process.
- If a pre-tenure teacher receives a semester rating of Needs Improvement, he/she is required to participate in intensive support the following semester.
- If at any time during the semester a principal has evidence that a pre-tenure teacher is in need of additional supports, the principal should work with the teacher to begin the intensive support process.

The Intensive Support Plan Process

- Completion of a draft intensive support plan is prepared by the teacher using the intensive support plan template in EdReflect.
- An effective intensive support plan identifies multiples resources the teacher can use, focuses on aspects of teacher practice reflected on their Educator Effectiveness Report(s), and connects to student growth.
- The teacher meets with the principal to review the intensive support plan and makes revisions as necessary based on suggestions and resources noted by the principal.
- The teacher and the principal sign off on the intensive support plan in EdReflect.
- Formal and informal observations are done using the formal process. For teachers participating in intensive support, up to 15 classroom observations are recommended, including a minimum of two formal observations (at least one announced). This is approximately one observation activity every three weeks throughout the school year. It is strongly recommended that one formal observation occurs each semester. If applicable, some of these observations can be done by outside observers. Outside observers can include, but are not limited to, an assistant principal or a principal from another school.
- The principal provides summative RISE ratings for the teacher, as he or she would for any other teacher participating in the formal process.

Rating Teachers Participating in Intensive Support

- In accordance with the school code and in line with Act 82, a second Unsatisfactory rating can occur four months after their first Unsatisfactory rating. This means that teachers performing at the Unsatisfactory level during the fall semester can be issued a mid-year rating beginning in January. If a rating is issued mid-year, it will be based solely on the preponderance of the 15 power components.
- If a teacher has not been active for at least 50% of the school year, the teacher is not scored on RISE. The absence of the rating is not by default a Satisfactory rating and will not result in the next rating not being consecutive with the prior rating. This counts as a zero-evaluation year.
- If a teacher's leave of absence is close to 50%, and sufficient evidence is available, the principal can use their professional judgment when determining if a summative rating can be issued.

Removal from Intensive Support

- A teacher who participates in intensive support is removed from the process by performing at the Proficient or Distinguished level on their next Annual Rating Form.

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Section 7: Summative Evaluation

Teachers who participate in the formal process receive a summative evaluation (at the semester for pre-tenure teachers and at year's end for tenured teachers). The chart below outlines the steps in the summative evaluation process, conducted through EdReflect.

Steps	Summative Process Description
Step 1	The teacher reviews evidence collected throughout the year or semester.
Step 2	The teacher completes the Year-End Self-Assessment on all 23 RISE components and submits it to their administrator.
Step 2a <i>(Optional)</i>	<i>Teacher may request a conference with their administrator.</i>
Step 3	Administrator reviews evidence and Year-End Self-Assessment.
Step 3a <i>(Optional)</i>	<i>Administrator may request an Evidence and Performance Review Conference with the teacher.</i>
Step 4	Administrator completes assessment on all 23 RISE components.
Step 5	Administrator completes and shares the RISE Summative Assessment activities for each teacher, which includes the summative ratings on the 15 power components, A-2 form, and Administrator Sign-Off to confirm year-end ratings were reviewed.
Step 5a <i>(Optional)</i>	<i>Teacher and/or administrator may request a conference.</i>
Step 6	The teacher reviews the RISE Summative Ratings, the A-2 form, and completes and shares the teacher signature activity.
Step 6b <i>(Optional)</i>	<i>The teacher may request a rating review and next steps conference within seven days of receipt of their A-2. If he/she wishes to submit a rebuttal, they can complete the Optional Teacher Addendum activity and submit a copy to risesubmission@pghboe.net. After those seven days, the RISE summative evaluation process is completed.</i>
Step 7	Final RISE summative data is compiled with the other measures to populate the Educator Effectiveness Report and Annual Rating Form for each teacher, delivered through PPS Insight.

Documentation of the RISE Summative Evaluation Process

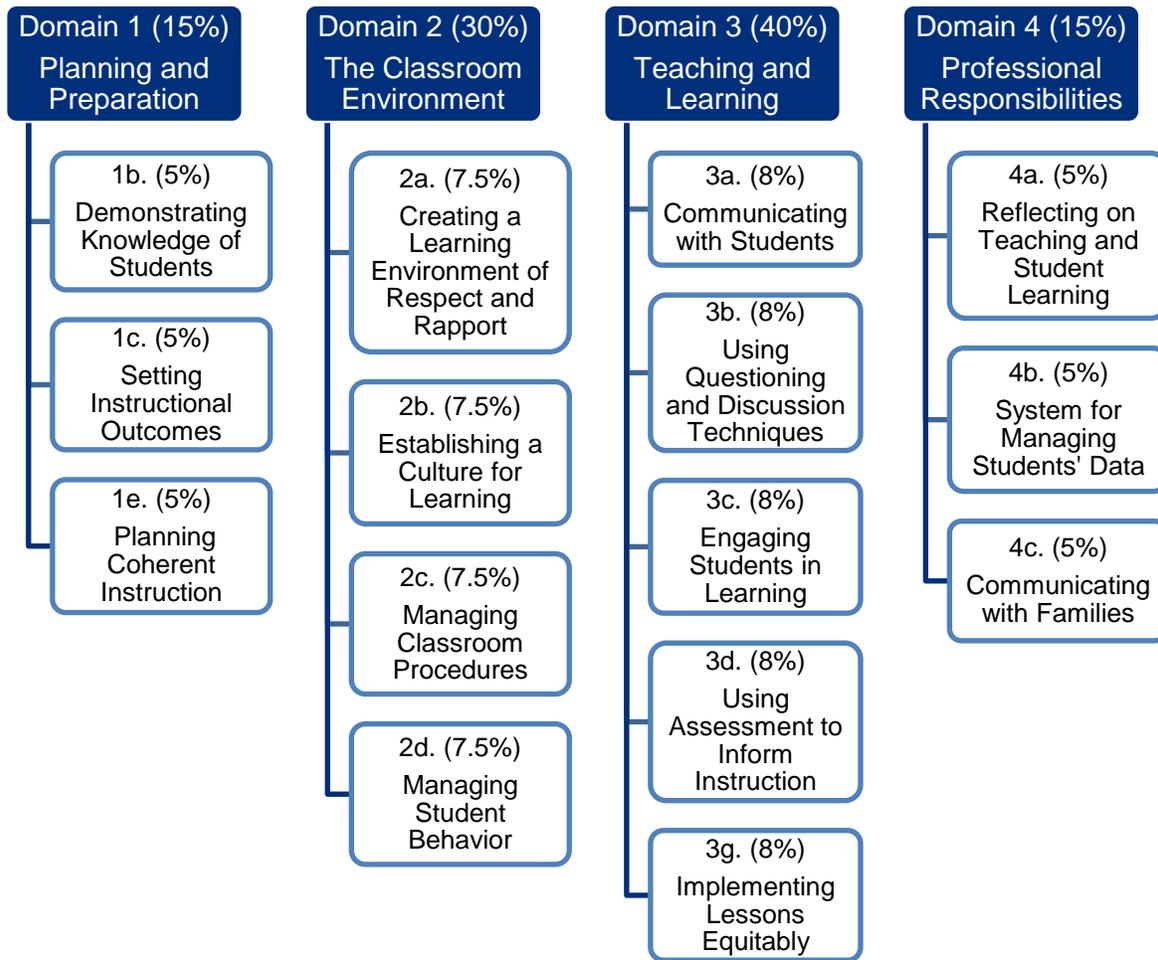
- Form A-2 is stored within EdReflect and can also be stored at the school or with the supervisor who completed the evaluation where the evaluation took place for up to three years beyond the year it was complete, for reference.
- Form A-2 should include approximately 2-3 strengths about the teacher's practice.
- Form A-2 should include approximately 2-3 growth areas about the teacher's practice.
- Form A-2 may include additional commendations, which are statements about the teacher not reflected on the RISE rubric. An example might be "Thank you for all of your work this year with managing and supervising our buses. Because of your efforts, our processes ran very smoothly!"
- Evidence collected during a school year cannot be used to contribute to subsequent annual evaluations.

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The 15 Power Components and Inclusion of RISE in the Overall Measure of Effectiveness

For teachers who are evaluated using multiple measures, RISE is factored in as 50% of a teacher's overall evaluation. The annual performance rating is based on the 15 power components. However, throughout the year administrators and teachers should discuss, gather evidence, and submit evidence on all 23 components of practice in order to support, develop, and grow a teacher's comprehensive practice. The diagram below shows each power component and their weight when used within the end-of-year rating.



To use RISE as a contribution to a teacher's summative rating, the following conversions are made for each power component:

Component Performance Level	Score conversion (to be averaged with all components)
Distinguished	300
Proficient	200
Basic	100
Unsatisfactory	0

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Section 8: Leaves of Absence and Special Cases

Teachers on the Formal Process

- If a teacher has been an active employee for at least 50% of the school year, the administrator should complete the RISE summative evaluation process. When a teacher's leave of absence is close to 50%, and sufficient evidence is available, the administrator can use professional judgment when determining if a summative rating can be issued.
- If a teacher has been an active employee for at least 50% of the school year, but the teacher is out on a leave of absence during the summative evaluation process, the administrator completes the summative evaluation process while the teacher is absent. The administrator includes a statement on Form A-2 that indicates that Form A-2 was completed based on evidence collected throughout the year, but due to the teacher's absence, the RISE summative evaluation process was completed without active participation from the teacher. When the teacher returns from the approved leave, he/she has seven days to add an addendum to Form A-2.
- If a teacher has not been active for at least 50% of the school year and the administrator determines that sufficient evidence is not available, the teacher is not scored on RISE. In this case, the administrator notes on the A-2 that there is insufficient evidence to rate the teacher on RISE. The absence of the rating is not by default a Satisfactory rating and does not result in the next rating not being consecutive with the prior rating. This year counts as a zero-evaluation year.

Teachers on an Independent Growth Year

- If a teacher participating in IGY has not been active for at least 50% of the school year, their RISE ratings carry through from their most recent year on the formal process.
- A teacher that is not active for at least 50% of the year will be required to participate in the formal process in the year they return from leave.
- If the teacher does not have the data needed for their end-of-year evaluation to be based on multiple measures (see *Combined Measure Business Rules*), they are classified as insufficient evidence and their prior year's RISE ratings will not carry through. The absence of the rating is not by default a Satisfactory rating and does not result in the next rating not being consecutive with the prior rating.

Section 9: Career Ladder Teacher Evaluation

Teachers in their first year in a Career Ladder role are required to participate in the formal process; observations of their teaching practice are conducted predominantly by the administrator. In their second year in the role and beyond, CLTs in good standing may participate in an Independent Growth Year.

Domain 5 Overview

Domain 5 of the RISE rubric is used annually for the evaluation of each CLT to assess his/her strengths as a teacher leader and determine his/her eligibility to continue in the role from one year to the next.

Evaluated through evidence collection, the four components of Domain 5 are:

- 5a: Establishes Transformational Leadership
- 5b: Builds and Maintains Effective Relationships
- 5c: Fosters Teacher Growth
- 5d: Demonstrates Professional Growth in the Career Ladder Role

- CLTs are eligible to continue in the role if the following are true at the end of their first school year in the role:
1. The CLT has received a performance level of Proficient or Distinguished on their Annual Rating Form.
 2. The CLT has at least two of the four components in Domain 5 rated as Proficient or higher.
 3. The CLT has no more than one Unsatisfactory rating on a Domain 5 component.

In a CLT's second year in the position and beyond, 1 and 2 above remain true. However, if the CLT receives an Unsatisfactory rating on any one component of Domain 5, he/she may not continue as a CLT.

Evidence Collection for Domain 5

- The burden of evidence collection rests with the CLT, but must be corroborated by the administrator (unlike in RISE Domains 1-4, where the burden of evidence collection rests with the administrator). Critical attributes were developed for each component of Domain 5 to support evidence collection.
- Throughout the year, CLTs must identify 3-5 key pieces of evidence for each component of Domain 5 that demonstrate their performance in that component.
- Evidence must only be used for one component, and should not be duplicated as evidence across multiple components.
- In the teacher's first year in the CLT role, Domain 5 evidence should be reviewed and corroborated at the beginning-, middle-, and end-of-year conferences between the administrator and the CLT (*it is recommended that beginning-of-year conferences are conducted no sooner than the start of the second quarter*).
 - Prior to each conference, the CLT completes the Domain 5 self-assessment form and submits it along with their evidence to their administrator.
 - Following both the beginning and middle of year conferences, the administrator completes Form 5-1 within EdReflect. Following the end-of-year conference, the administrator completes Form 5-2 within EdReflect.
- In the teacher's second year in the CLT role and beyond, the mid-year conference is not required; however, they may be requested by either the CLT or the administrator, and **must occur if there are performance concerns**.
- The end-of-year conference and completion of Form 5-2 is mandatory for all CLTs, regardless of the number of years in the role.

Domain 5 Summative Evaluation for Role Continuance

- If it is revealed, based on information available at the beginning of year Performance Review meeting that a CLT's standing in his/her position is in jeopardy, the mid-year Performance Review with the CLT and administrator should be scheduled in order to review progress.
- Form 5-2 will be used to determine a CLT's eligibility to continue in the CLT role and will be shared with the CLT following the end of year conference.

Disqualifying Domain 5 Evaluation

If a CLT receives a disqualifying Domain 5 evaluation, they exit the role and become a displaced teacher. The disqualifying Domain 5 evaluation does not become a part of his/her record. The evaluation shall be retained, but will only be referenced if the teacher subsequently applies for a Career Ladder role. The disqualifying evaluation will not bar the teacher from applying for a Career Ladder role in the future, but will serve as information about the areas where growth was necessary for the teacher's success. This rule is subject to review and modification by the District at the conclusion of each term of a Career Ladder role.

Career Ladder Teachers on Leave

Leaves of absence taken by a CLT do not impact role continuance. Administrators should evaluate CLTs on their time in the role prior to and/or after the leave, regardless of how long the CLT was active in the role.

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. It is the policy of the Pittsburgh School District to make all services, programs and activities available and to provide reasonable accommodations to persons with disabilities. Please make requests for accommodations at least 72 hours before the scheduled event. For more information regarding accommodations, civil rights grievance procedures, please contact: Dr. Milton Walters, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).