

# RISE Classroom Teacher

## Business Rules



The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

## Table of Contents

.....	1
Section 1: Overview .....	4
The Four Domains of RISE .....	4
The Four Performance Levels of RISE .....	6
Section 2: RISE Processes .....	7
Formal Process .....	7
Independent Growth Year .....	8
Identification of Eligible Teachers for Independent Growth Year or the Formal Process .....	8
Section 3: Observations .....	9
Completing Formal Observations in PERFORM (should be completed within 3-5 days).....	9
Completing Informal Observations in PERFORM (should be completed within 1-2 days).....	10
Section 4: Defining an Evaluator in Pittsburgh Public Schools .....	10
Section 5: Caseload Guidelines .....	11
Tenured Teachers .....	11
Pre-Tenured Teachers .....	11
Section 6: Intensive Support .....	12
Rating Teachers Participating in Intensive Support .....	13
Section 7: Summative Evaluation .....	13
Documentation of the RISE Summative Evaluation Process .....	14
The Four RISE Domains and Inclusion of RISE in the Overall Measure of Effectiveness .....	14
Section 8: Leaves of Absence and Special Cases .....	17
Teachers on the Formal Process .....	17
Teachers on an Independent Growth Year .....	17
Teachers Hired After the First Day of School .....	17
Pre-tenure Teachers Hired After the First Day of School/Semester .....	18
Teachers Reaching Tenure Status during the School Year .....	18
Section 9: Career Ladder Teacher Evaluation .....	18
Domain 5 Overview .....	18

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

Evidence Collection for Domain 5.....	19
Domain 5 Summative Evaluation for Role Continuance.....	19
Disqualifying Domain 5 Evaluation .....	19
Career Ladder Teachers on Leave .....	19

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

## RISE Business Rules

### 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 Schools 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).

#### *Guiding Principles*

In Pittsburgh Public Schools, an effective teacher is a professional who knows their 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 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.

# RISE Classroom Teacher

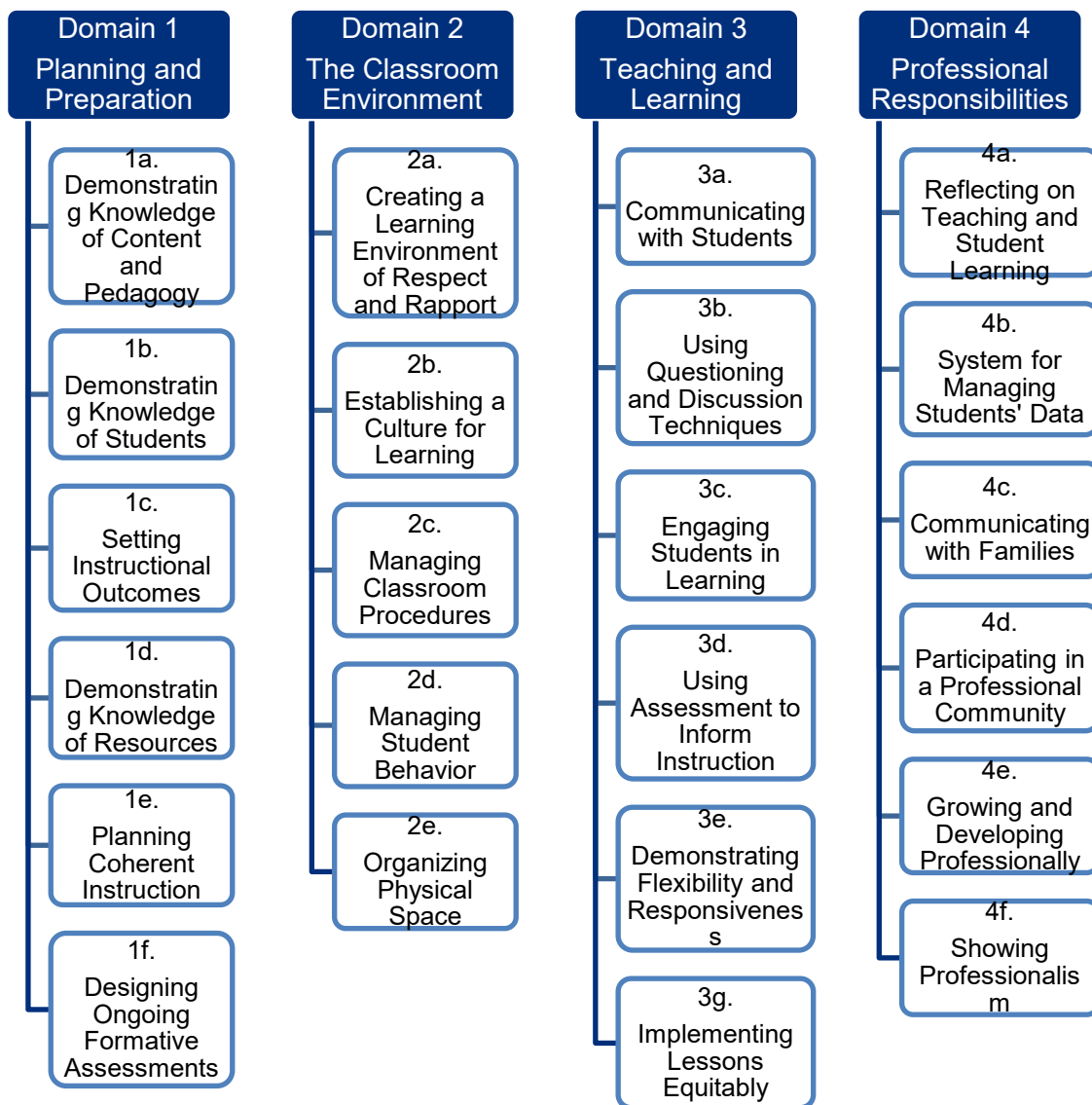
## Business Rules

*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.

# RISE Classroom Teacher Business Rules

## The RISE Framework



## 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

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

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 should be 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 components relative to each of the four domains by the teacher and the administrator. The burden of evidence collection falls on the Evaluator. The administrator uses the evidence collected throughout the year to rate on each of the 23

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

components of the RISE rubric. The component level ratings then determine the ratings on each of the four domains at the end of the year/semester.

- The teacher should also collect evidence for components throughout the year.
- With evidence collection, quality over quantity is the rule. Evidence collection should be focused on the 23 components.
- Additional evidence may be collected and observations may be conducted by content supervisors, district administrators, and other instructional Evaluators. All evidence shared through observation cycles will be stored within the PERFORM platform (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.
- Teachers on IGY **are required** to complete the LEA Selected Measures and IEP Goals progress (if eligible)
- In the event a principal/Evaluator 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 participating in the IGY process.

## 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.

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).



# RISE Classroom Teacher Business Rules

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

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

1. Pre-observation Conference (if the observation is announced): Evaluator and teacher meet to discuss the lesson to be observed. This *must be done in person* for at least one formal (with pre- and post-conference) 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 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 Evaluator in advance to bring to the pre-conference.
2. Classroom Observation: The Evaluator collects evidence focused on components in Domains 2 and 3.
3. Evidence Submission: The Evaluator shares evidence with the teacher that was collected during the observation that is documented in the PERFORM platform.
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 Evaluator. Prior to the post-conference, the teacher shares their self-assessment with the Evaluator.

# RISE Classroom Teacher Business Rules

5. Evaluator Preliminary Assessment of the Lesson: After the Evaluator reviews the teacher's self-assessment, they complete the preliminary assessment of the lesson. The Evaluator completes the assessment for the components where the Evaluator and teacher agree, or where the Evaluator identified a higher level of performance. The Evaluator 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 Evaluator 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 Evaluator provides the teacher with Form A-1. If the Evaluator and teacher cannot come to consensus on the assessment of teaching, the decision rests with the Evaluator. Within seven days of receiving Form A-1, the teacher may submit an addendum through the PERFORM platform, which becomes part of the official record of that observation. The teacher should sign-off whether there is consensus or not as sign-off does not indicate agreement.

## **Completing Informal Observations in PERFORM (should be completed within 1-2 days)**

While component ratings are not provided during an informal observation process, feedback is shared between the Evaluator and the teacher through the informal feedback form or as part of the notes collected and shared as part of the observation within the PERFORM platform. 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 Evaluator in Pittsburgh Public Schools**

Several role groups can serve as Evaluators 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*

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

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

## Section 5: Caseload 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 support 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.

- **All tenured teachers who are not on IGY are required to have at least one formal observation with a pre- and post-conference during the school year.** All other observations can be at the discretion of the Evaluator to ensure individualized support for all teachers. It is suggested that tenured teachers have multiple observations over the course of the year. These can include formal or informal observations.

### 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 and end of year evaluations are based on the weighted ratings of the four RISE rubric domains only. Specifically, pre-tenure teachers are evaluated 100% on observation.

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

- If a pre-tenure teacher receives an overall rating of Needs Improvement at any point, they will be required to participate in intensive support the following semester. If a pre-tenure teacher receives two Needs Improvement ratings within their 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 their six semester pre-tenure period, this leads to an Unsatisfactory rating. One Unsatisfactory rating for pre-tenure teachers leads to a recommendation for dismissal.
- **All pre-tenured teachers must have a minimum of one formal observation with a pre- and post-conference per semester.** Additional observations can be at the discretion of the Evaluator to ensure individualized support for all teachers. It is suggested that pre-tenured teachers have multiple observations over the course of each semester. These can include formal or informal observations. *\*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

Under Act 13, Teachers who are rated at the Needs Improvement or Failing level are required to participate in the intensive support process the following semester or school year.

- Teachers in need of intensive support participate in this process in addition to participating in the formal observation process.
- Effective intensive support plans are developed by the supervisor with input from the teacher. Specifically, the plan should:
  - Provide actionable feedback to the employee on the specific domain/components that prevented the employee from achieving a proficient rating.
  - Identify employer resources that will be provided to the employee to help the employee improve. Resources may include, but shall not be limited to, mentoring, coaching, recommendations for professional development and intensive supervision.
- During the course of the intensive support process, the teacher, supervisor, and appropriate others meet to discuss the professional's growth in areas identified in the intensive support plan. These meetings should draw on recent observations and the teacher may share their growth as it relates to the areas requiring improvement.
- The teacher and supervisor sign off on the intensive support plan in PERFORM.
- Observations are completed using the formal or informal observation process. For teachers participating in intensive support, it is strongly recommended that at least one formal observation occurs each semester. If applicable, some of these observations can be done by outside Evaluators. Outside Evaluators can include, but are not limited to, an assistant principal or department heads.
- The supervisor provides summative ratings for the teacher as they would for any other teacher participating in the formal process.

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).

# RISE Classroom Teacher Business Rules

The intensive support plan is housed in the PERFORM platform, Supervisors seeking additional assistance in developing an intensive support plan may contact the Manager, Human Resources at (412) 529-3923.

Teachers who participate in intensive support are removed from the process by performing at the Proficient or Distinguished level on their Annual Rating Form.

## Rating Teachers Participating in Intensive Support

- In accordance with the school code and in line with Act 13, 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 weighted ratings of the 4 Domains, as determined by the component level ratings.
- 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.

## 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, which are conducted through the PERFORM platform.

Steps	Summative Process Description
<b>Step 1</b>	The teacher reviews evidence collected throughout the year or semester.
<b>Step 2</b>	The teacher completes the Year-End Self-Assessment on all 23 RISE components and submits it to their administrator. Evaluator will have to schedule this in PERFORM
<b>Step 2a</b> (Optional)	<i>Teacher may request a conference with their evaluator.</i>
<b>Step 3</b>	Evaluator reviews evidence and Year-End Self-Assessment if completed.
Steps	Summative Process Description
<b>Step 3a</b> (Optional)	<i>Evaluator may request an Evidence and Performance Review Conference with the teacher.</i>
<b>Step 4</b>	Evaluator completes assessment on all 23 RISE components.
<b>Step 5</b>	Evaluator completes and <u>Saves and Submits</u> the RISE Summative Assessment task for each teacher, which includes the summative ratings on the four RISE domains, A-2 form.

# RISE Classroom Teacher Business Rules

<b>Step 5a</b> (Optional)	<i>Teacher and/or evaluator may request a conference.</i>
<b>Step 6</b>	The teacher reviews the RISE Summative Ratings, the A-2 form, and completes and <u>Saves and Submits</u> the teacher signature.
<b>Step 6b</b> (Optional)	<i>The teacher may request a rating review and next steps conference within seven days of receipt of their A-2. If they wish to submit a rebuttal, they can complete the Optional Teacher Addendum activity and submit a copy to <a href="mailto:risesubmission@pghschools.org">risesubmission@pghschools.org</a>. After those seven days, the RISE summative evaluation process is completed.</i>
<b>Step 7</b>	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.

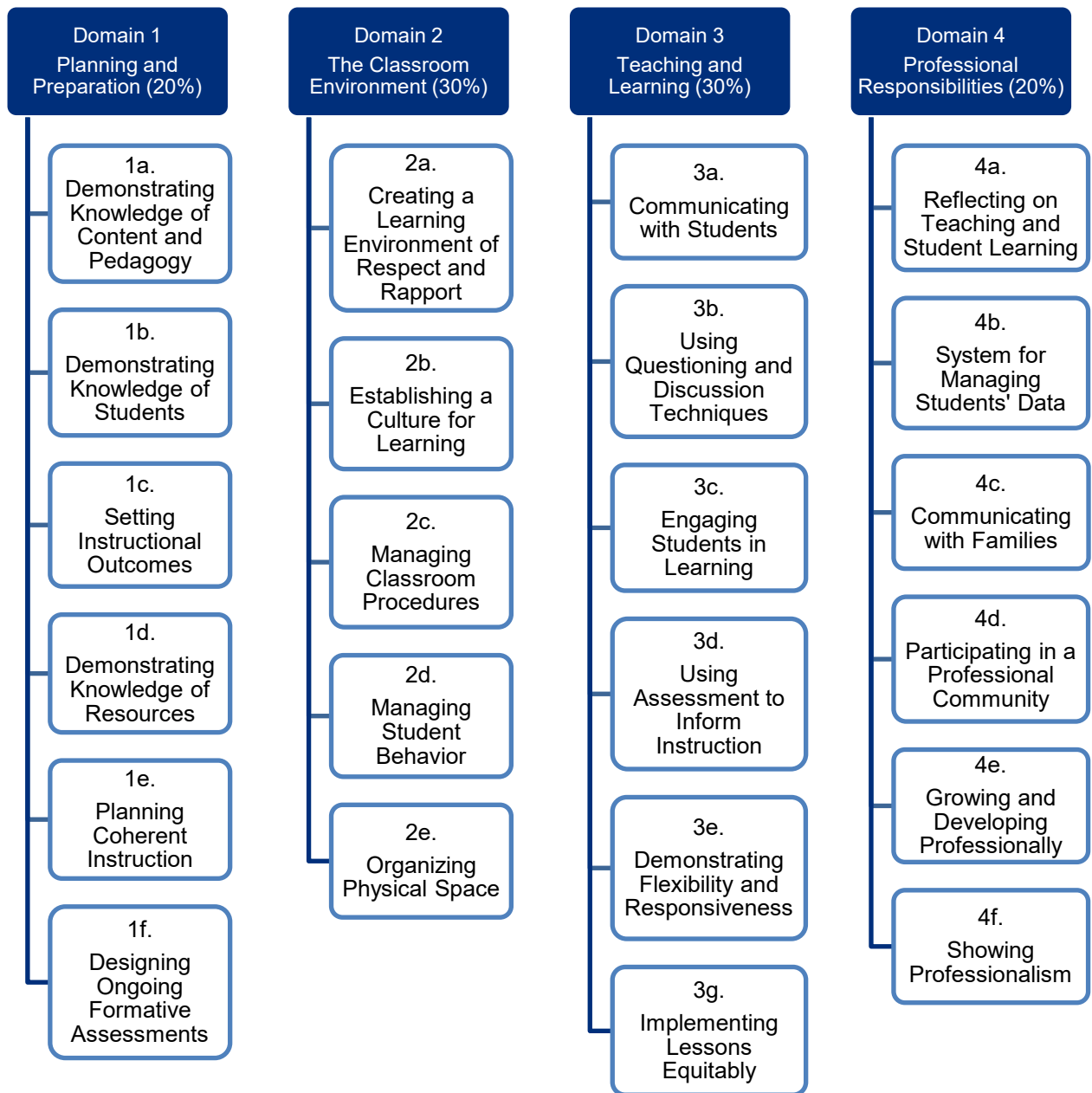
## Documentation of the RISE Summative Evaluation Process

- Form A-2 is stored within the PERFORM platform 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.

## The Four RISE Domains and Inclusion of RISE in the Overall Measure of Effectiveness

For teachers who are evaluated using multiple measures, RISE is factored in as 70% of a teacher's overall evaluation. 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 domain, component and their weight when used within the end-of-year rating.

# RISE Classroom Teacher Business Rules



## Observation Results

- Observation results account for 70% of a teacher's end-of-year rating.

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities, career and technical education programs 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 Employee Relations, Office of Human Resources, 341 S. Bellefield Ave, Pittsburgh, PA 15213 or 412-529-HELP (4357).



# RISE Classroom Teacher Business Rules

- The supervisor first rates each of the applicable components of the RISE rubric.
  - The supervisor then completes the RISE Summative Rating and A2 form in PERFORM, which will inform the summative domain level ratings. The task is then shared with the teacher.
- Note: The domain level rating will be pre-determined based on the supervisor's scoring of the Summative component ratings of the RISE rubric.
- The teacher then completes the signature template in PERFORM. In the event that the teacher does not agree with the supervisor's assessment, they may request a conference within 7 days of receiving the A-2 form to discuss the evidence or add an addendum that becomes part of the official record.
- Next, the summative component ratings determine the domain level ratings aligned to the chart below.

Domain Level Rating	Numeric Value
Distinguished	3.0
Proficient	2.0
Needs Improvement	1.0
Failing	0.0

- The third step is to apply the assigned domain weightings to those numeric values to determine each domain's point value. The assigned domain levels for the associated components are as follows:
  - Domain 1 (20%)
  - Domain 2 (30%)
  - Domain 3 (30%)
  - Domain 4 (20%)
- Finally, once the point values associated with each domain are combined, the 70% weighting is applied. This number is combined with student performance results.

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

Component Performance Level	Score conversion (to be averaged with all domains)
Distinguished	2.50-3.00
Proficient	1.50-2.49
Needs Improvement	0.50-1.49
Failing	0.00-.49



# RISE Classroom Teacher Business Rules

## 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, they have 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 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.

### Teachers Hired After the First Day of School

- If a teacher is hired after the start of the school year, but before the start of the second semester, the administrator should complete the RISE summative evaluation process.
- If a teacher is hired after the start of the second semester and will be completing at least 50% of that semester, the administrator should complete the RISE summative evaluation process.
- If a teacher is hired after the start of the second semester and will be completing less than 50% of that semester and sufficient evidence is available, the administrator can use professional judgement when determining if a summative rating can be issued.

# RISE Classroom Teacher Business Rules

## Pre-tenure Teachers Hired After the First Day of School/Semester

- If a pre-tenure teacher is hired after the start of the semester, and will be completing at least 50% of that semester, the administrator should complete the mid-year RISE summative evaluation process.
- If a pre-tenure teacher is hired after the start of the semester and will be completing less than 50% of that semester and sufficient evidence is available, the administrator can use professional judgement when determining if a summative rating can be issued.

## Teachers Reaching Tenure Status during the School Year

- If a teacher becomes tenured after the start of the school year, but before the start of the second semester, the administrator should complete the RISE summative evaluation process for the second semester.

## 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 their strengths as a teacher leader and determine their 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, they may not continue as a CLT.

# RISE Classroom Teacher Business Rules

## 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 PERFORM. Following the end-of-year conference, the administrator completes Domain 5 ratings within PERFORM.
- 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 Domain 5 ratings 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 their position is in jeopardy, the mid-year Performance Review with the CLT and administrator should be scheduled in order to review progress.
- Domain 5 end-of-year ratings 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 their 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.