RISE OVERVIEW FOR TEACHERS / ADMINISTRATORS

Greensburg Community School

January 9, 2012

Agenda

Welcome

Introduction to RISE

Part 1:   **Greensburg Schools Timetable With the Pilot**

Part 2:   **Identifying Good Instruction / Best Practice**

Part 3:   **Building Level Instructional Focus**

Part 4:   **Component One of the Evaluation Process - Professional Practice (Planning, Instruction, Leadership, and Core Professionalism).**

Part 5:   **Component Two of the Evaluation Process- Student Learning (Growth Model data, School –wide measures, and Student Learning Objectives).**

Part 6:   **Teacher Conferencing / Providing Feedback from Observations**

Part 7:   **RISE Scoring**

Part 8 :   **Greensburg Schools 2011-2012 Priorities**

RISE

RISE Implementation Timeline For Greensburg Schools

March 2011
Corporation Discussion need to meet new SB requirements will require adopting the RISE evaluation tool or form a committee to adapt current observations tool.

April 2011
Corporation Discussion- Shared Rubric with ALL teachers, mailboxes workroom and lunchroom.

May 2011
Selected as Pilot site for RISE by the IDOE.

August 2011
8/2-8/4	3- day training for all evaluators/admin in Indy
8/8	Superintendent kick off of RISE at first day staff meeting
8/25	Rubric training at GES staff mtg.

September 2011
Rubric training for all staff members. Reviewed teacher videos purchased from New Teacher Center.

October 2011
10/5	SLO training for administrators
10/12	SLO training for GHS and GJHS
10/17	RISE review and more SLO training grades K-2
10/18	RISE review and SLO training for grades 3-5
10/19	SLO training for ISTEP grades 6-8
10/27	RISE review and SLO training for special area teachers.

November 2011
Continue creating pacing guides/ curriculum maps and Common Formative Assessments/ Short Cycle Assessments with individual teams, grades, subjects. Review Steps 1, 2, and 3 of

Student Learning Objectives at Staff meetings. Approving assessments and Student Starting Points Lists (Bucket Lists).

December 2011
Setting and Approving Student Learning Objectives (SLO) for individual teachers.

Why Use Rise?

Why are we using the RISE Evaluation model?

The PLC process that we have been working towards the past two years has positioned Greensburg Schools to be a pilot for RISE. It is the final component of what is needed to make sure we focus all of our resources on student learning.

 Greensburg Schools:

Is in the process of developing effective curriculum maps in each of our subject areas and at all grade levels.

Is in the process of developing effective short cycle assessments in each subject area and at all grade levels so student growth can be measured.

Provides collaboration time for all staff members in each subject area and grade level to focus on professional development.

Makes academic decisions based on data.

What is the RISE Teacher Evaluation Process going to do for Greensburg School?

Recognize great teaching.

Provide clear and defined expectations for all teachers.

Provide a fair and transparent evaluation process for all teachers.

Focus our district efforts and resources on student learning

Focus our district efforts and resources on instruction.

Focus our classrooms on student engagement.

Focus our decision making on being data driven.

Focus our curriculum on standards and the assessments needed to measure student mastery of those standards.

Focus accountability of teachers and administrators on measurable student growth.

The difference between an effective and ineffective teacher can be life-changing.
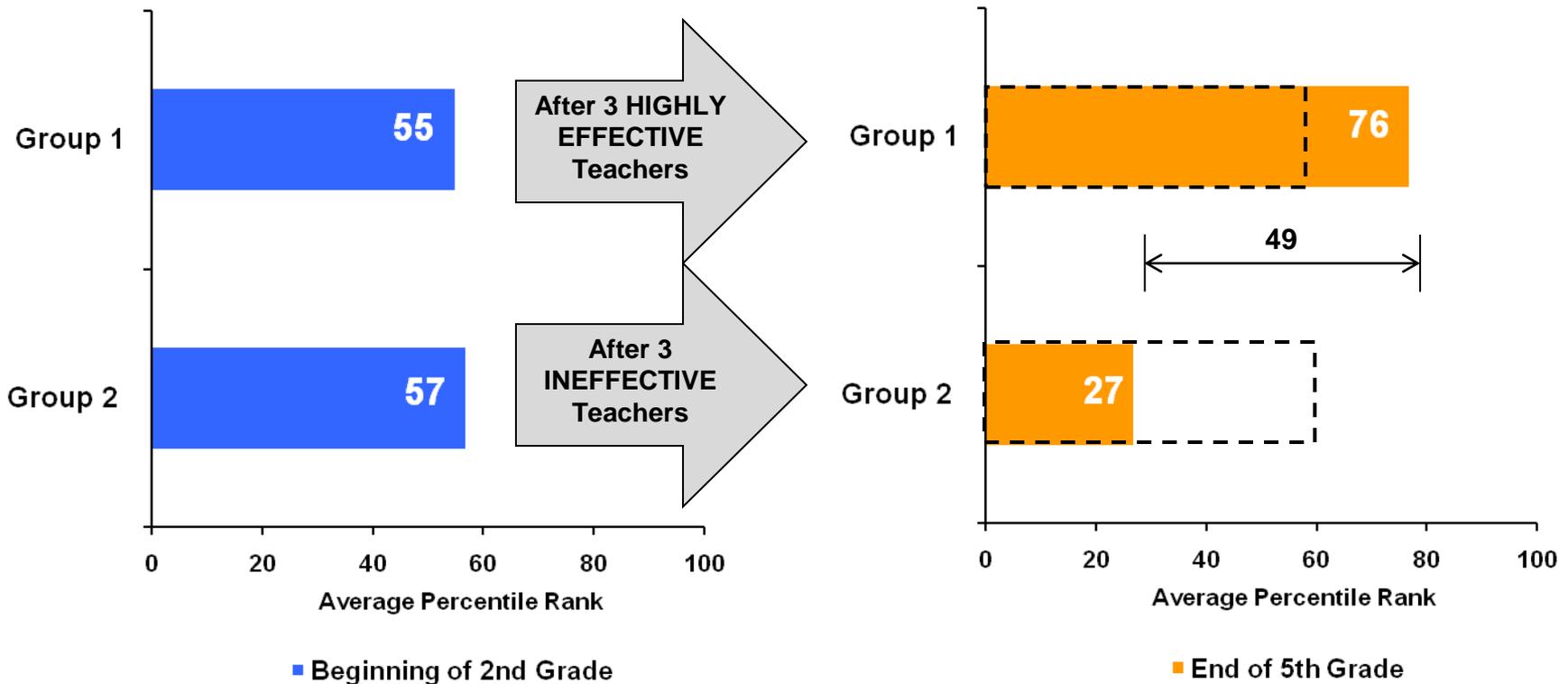
1. Imagine your time as a student:
    - Who was the ***most effective*** teacher you ever had?
    - Who was the ***least effective*** teacher you ever had?

2. Pick two students currently enrolled at your school.

3. Describe what the possible life outcomes are for these two students if…
    - …they were taught for three years by the ***"ineffective"*** teacher.
    - …they were taught for three years by the ***"highly effective"*** teacher.

Student (first name)	Outcome with 3 years of your "ineffective" teacher	Outcome with 3 years of your "highly effective" teacher
1.		
2.		

Research has shown that effective teachers are critically important to student learning.

Dallas students who start 2nd grade at about the same level of math achievement…

…may finish 5th grade math at dramatically different levels **depending on the quality of their teachers.**

After 3 HIGHLY EFFECTIVE Teachers

After 3 INEFFECTIVE Teachers

Group 1 — 55 → Group 1 — 76

Group 2 — 57 → Group 2 — 27

49

Average Percentile Rank

■ Beginning of 2nd Grade

■ End of 5th Grade

THIS IS WHY WE MUST DO EFFECTIVE EVALUATIONS

Teacher evaluation can make a difference in the effectiveness of teachers.

- **Teachers who are not meeting expectations can improve, but not without honest feedback. A rigorous teacher evaluation system can provide this type of feedback.**

According to a 2011 study of mid-career educators, **the least skilled teachers benefit most from thoughtful evaluations**, and those instructors who make the greatest improvement after evaluations are least likely to leave the classroom. (Taylor and Tyler 2011)
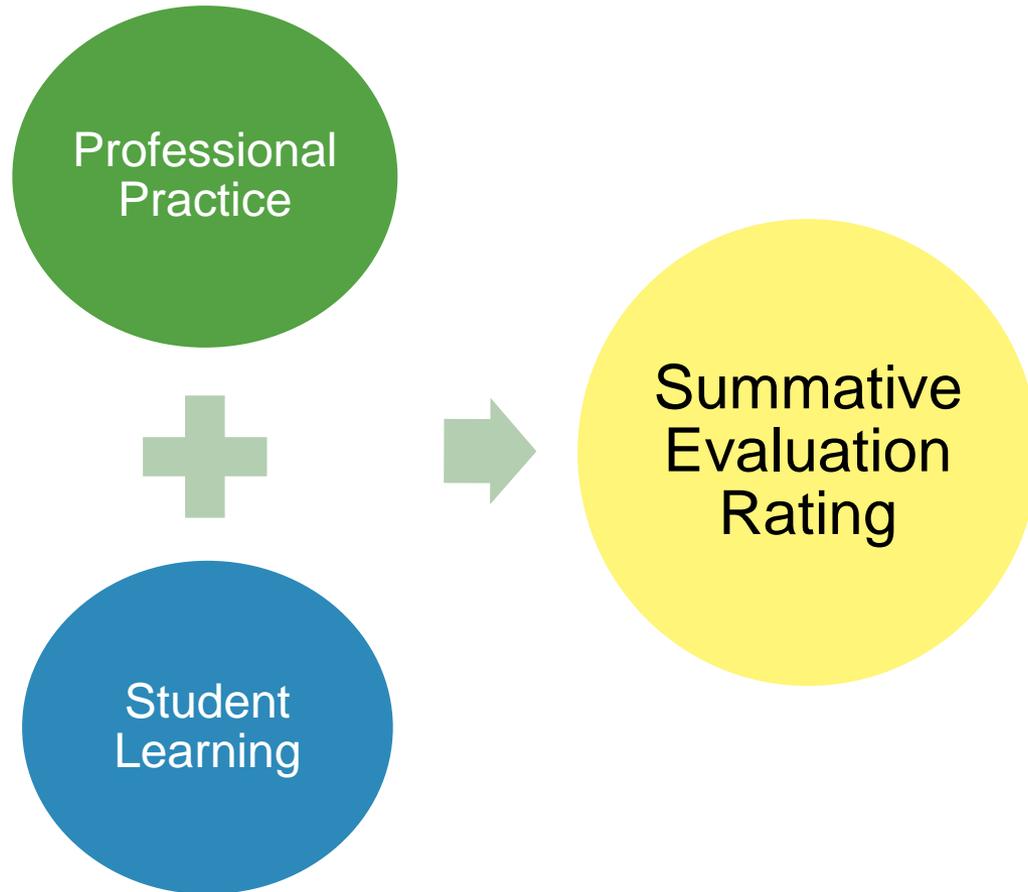
RISE

Best Practice and High Quality Instruction

1. Effective instructional planning.

2. Clear instructor communication (including directions)

3. Teacher demonstrated/discussed relevance and importance of learning for students.

4. Use of a variety of levels of questioning – applying, analyzing, evaluating, and creating.

5. Scaffolding / deep questioning.

6. Appropriate wait time following questioning.

7. Examples of authentic student work.

8. Pacing of instruction – slow, about right, too fast.

9. Grouping practices – whole group, small group, individual assistance, flexible grouping.

10. Command of academic standards – weak, good, strong.

11. Use of high- yield instructional strategies – summarizing, note-taking, similarities/differences, reinforcing effort, providing recognition, cooperative learning, providing meaningful feedback, generating/testing hypotheses, cues/questions/advance organizers.

12. Differentiation of tired instruction, including use of varied teaching strategies, providing alternative reading materials, enrichment, and lesson adjustments as needed.

13. Evidence of attempts to link with multiple modes of learning including inquiry/problem based, project based, multiple intelligences, discussion.

14. Teacher talk constituted a small, moderate, or large amount of class time.

15. Use of essential questions, anticipatory set, modeling, guided practice, closure, or independent practice.

16. Effective use of available technology by the teacher /students (low, moderate, high).

17. Efficient, effective use of learning time by teacher / students.

We are going to focus our continued effort on implementing these in all of our schools:

1. A mapped out, quality curriculum at all grade/subject levels.

2. Authentic, college-prep literacy at all grade / subject levels.

3. Effective, aligned lessons at all grade / subject levels.

4. Differentiated instruction with re-teaching when needed after multiple checks for understanding.

5. Continuous student engagement at all grade levels.

6. Rigor at all grade / subject levels.

There are two major components of the RISE evaluation system.

Professional Practice

+

Student Learning

→

Summative Evaluation Rating

The first component of the RISE evaluation system is Professional Practice.

1 <u>**Professional Practice**</u>

What is professional practice?
- The assessment of instructional knowledge and skills.
- Includes performance in Planning, Instruction, Leadership, and Core Professionalism.

How is professional practice measured in RISE?
- Classroom observation and other evidence such as lesson plans, etc.
- Information is organized and performance is assessed using the Indiana Teacher Effectiveness Rubric.

The second component of the RISE evaluation system is Student Learning.

2 **Student Learning**

What is student learning?

- Student learning is teacher contribution to academic progress over the course of the school year (August to May).

How is student learning measured in RISE?

- Student learning is measured using multiple measures
    - Individual Growth Model Data (grades 4-8)
    - School-wide Learning Measure (ISTEP + or ECA)
    - Student Learning Objectives (established at the school level)

When we mix the standards being taught with rigor and student engagement then we have a formula for student success.

RISE

Two types of evaluators contribute to the collection of evidence.

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. In the case of Greensburg Schools that person is a building administrator. Greensburg Schools are only using Primary Evaluators in the evaluation of teachers.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. These may include Department Heads, Lead Teachers, Literacy Coaches, etc. Greensburg Schools are not using Secondary Evaluators.

RISE

# There are four summative rating levels in RISE.

Highly Effective: A *highly effective* teacher consistently exceeds expectations both in terms of student achievement as well as professional contribution to the school or corporation.   This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have exceeded expectations for academic growth.

Effective: An *effective* teacher consistently meets expectations both in terms of student achievement as well professional contribution to the school or corporation. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved acceptable rates of academic growth.

Improvement Necessary: A teacher who *needs improvement* has room for growth in meeting expectations for student achievement and professional contribution to school or corporation. This is a teacher who, as determined by a trained evaluator, needs improvement in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved below acceptable rates of academic growth.

Ineffective: An *ineffective* teacher consistently fails to meet expectations for student achievement and contribution to school or corporation. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved low levels of academic growth.

Professional Practice is measured using the Indiana Teacher Effectiveness Rubric.
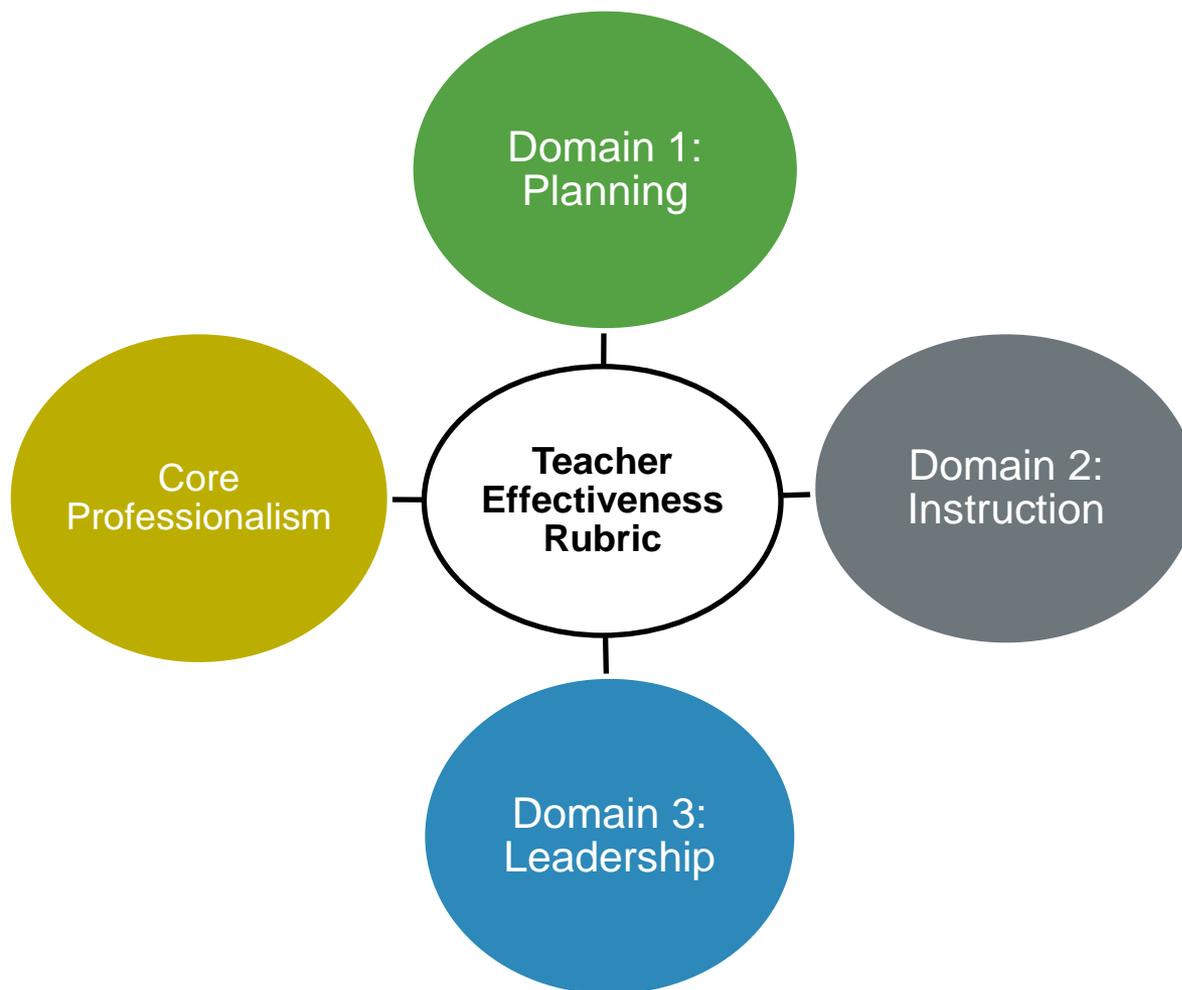
There are 3 primary domains and 19 competencies in the Indiana Teacher Effectiveness Rubric

Domain 1: Planning

1.1 Utilize Assessment Data to Plan
1.2 Set Ambitious and Measurable Achievement Goals
1.3 Develop Standards-Based Unit Plans and Assessments
1.4 Create Objective-Driven Lesson Plans and Assessments
1.5 Track Student Data and Analyze Progress

Domain 3: Leadership

3.1 Contribute to School Culture
3.2 Collaborate with Peers
3.3 Seek Professional Skills and Knowledge
3.4 Advocate for Student Success
3.5 Engage Families in Student Learning

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

RISE

Each domain has several competencies and indicators to help the evaluator determine what to look for

Performance Level Ratings

Domain 1: Planning

Competencies

Indicators

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an _ambitious_ annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable **The goal may _not_:** - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit **Teacher may _not_:** -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

RISE

Domain 1: Planning

Domain 1	Planning
Definition	Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.
Competencies	1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress

What evidence might you be able to provide for this domain when you observe a teacher?

RISE

Domain 2: Instruction

Domain 2	Instruction
Definition	Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.
Competencies	2.1 Develop Student Understanding and Mastery of Lesson Objectives 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students **2.3 Engage Students in Academic Content** **2.4 Check for Understanding** 2.5 Modify Instruction as Needed 2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work 2.7 Maximize Instructional Time 2.8 Create Classroom Culture of Respect and Collaboration 2.9 Set High Expectations for Academic Success

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Why focus on the Instruction Domain?

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
2.3 Engage Students in Academic Content
2.4 Check for Understanding
2.5 Modify Instruction as Needed
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work
2.7 Maximize Instructional Time
2.8 Create Classroom Culture of Respect and Collaboration
2.9 Set High Expectations for Academic Success

- **The rubric was designed to encourage evaluators to spend more time in classrooms as instructional leaders**

- **Evaluators must be able to accurately and frequently assess teachers in the classroom in order to provide actionable feedback on a regular basis.**

Domain 3: Leadership

Domain 3	Leadership
Definition	Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.
Competencies	3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning

How might you collect evidence for this domain? Here is where the teacher can provide this evidence in post conferencing.

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Core Professionalism accounts for the expected competencies in any profession.

		Does Not Meet Standard	Meets Standard
1	**Attendance**	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	**On-Time Arrival**	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3	**Policies and Procedures**	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4	**Respect**	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

- **Teachers are expected to meet these standards and do not gain points for doing so. If they do not meet standards, it will affect their overall rating negatively.**

RISE

Evaluators work to collect evidence through a series of observations and conferences.

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Extended	40 min	2/yr (min)	Optional	Yes	Within 5 days	Optional
Short	10 min	3/yr (min)	No	No	Within 2 days	No

- **Observations will be spaced throughout the year.**

- **Feedback will be provided to teachers after every long observation.**

- **Additional observations and feedback can be provided for new and struggling teachers.**

Primary evaluators use the rubric to rate a teacher at the <u>end of the year</u> using a four step process.

1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

3 Use established weights to roll-up three domain ratings into one rating for Domains 1-3

4 Incorporate Core Professionalism rating

RISE

The second component of the RISE evaluation system is Student Learning.

② Student Learning

What is student learning?

- Student learning is teacher contribution to academic progress over the course of the school year.

How is student learning measured in RISE?

- Student learning is measured using multiple measures
  - Individual Growth Model Data (grades 4-8)
  - School-wide Learning Measure
  - Student Learning Objectives

The Indiana Growth Model is the first measure of student learning in RISE.

- For teachers in grades 4-8 ELA/Math, growth model data will be reported at the student level, class level, and across class level.

- Every teacher who has a class with growth model data, will get one score (1-4) based on their data across classes.

The second measure, school-wide learning, will be aligned with the new A-F accountability policy.

- **All teachers will have a measure of school-wide learning as part of their evaluation score.**

- **For elementary and middle school, the school-wide measure will take into account school-wide achievement and growth on the ISTEP.**

- **For high school, the school-wide measure will take into account metrics such as: English 10 and Algebra I ECA achievement and improvement, college and career readiness, and graduation rate.**

Student learning objectives serve as a measure of growth for grades and subjects not covered by the growth model.

RISE Definition of Student Learning Objective

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Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards throughout year.

• **All teachers will have student learning objectives. Primary student learning objectives and secondary student learning objectives.**

Student learning objectives help teachers focus on measurable outcomes for students.

- **Collaboratively discussed:** Supervisors and supervisees work together to develop common expectations of students.

- **Outcome expectations:** Objectives are specific and measurable outcomes for students.

- **Focused on learning:** Objectives identify demonstrable gain in students' knowledge and skills.

Student learning objectives often contain the following components:

Component	Driving Questions
Population	Which students are targeted and why?
Learning Content	What curricular objectives are targeted and why?
Assessment(s)	How will growth in student learning be measured and why?
Target Growth	What expectations are set for each student and why?

Example SLO

Population	8th Grade Social Studies Class: 25 Students
Learning Content	8th Grade IN Social Studies Standards
Assessment(s)	Department created social studies benchmark and end-of-year assessments
Targeted Growth/ Achievement	80% of the students who attend 85% of classes or more will score an 85% (B) or higher on the end of year assessment OR increase by at least one letter grade between the benchmark and end of year exams

The summative rating calculation in RISE is based on four principles.

1) Teachers should be treated as similarly as possible.

2) Classes that aren't covered by growth-model data should not be excluded or drastically underrepresented in the final weighting.

3) A teacher's mix of growth model and non-growth model classes should be accurately reflected in the calculation.

4) Data in which we have most confidence is given the most weight.

Teachers fall into one of three groups for the purpose of calculating a rating.

Group 1

Half or more of classes taught have growth model data

Most 4th-8th Grade Teachers

Group 2

Less than half of classes taught (but at least one) have growth model data

Some Elementary/Middle Teachers
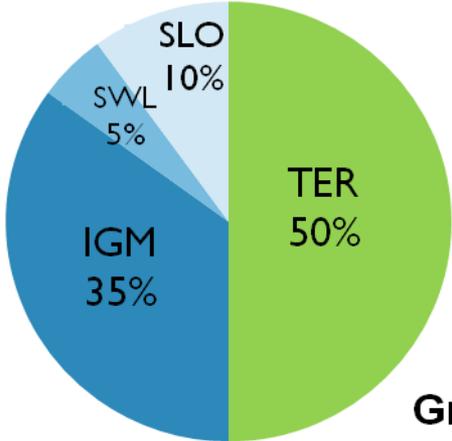
Group 3

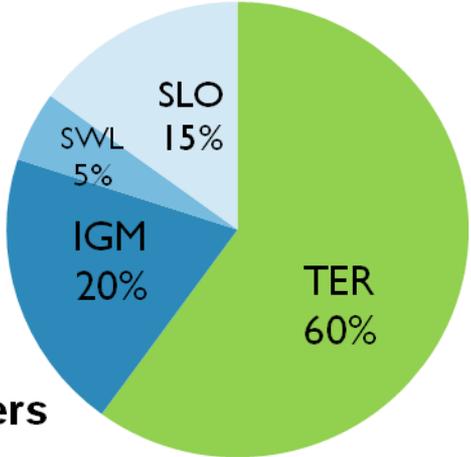No individual growth model data

Most High School and PK-3rd Teachers

Which group do your teachers fall into in your building?

RISE

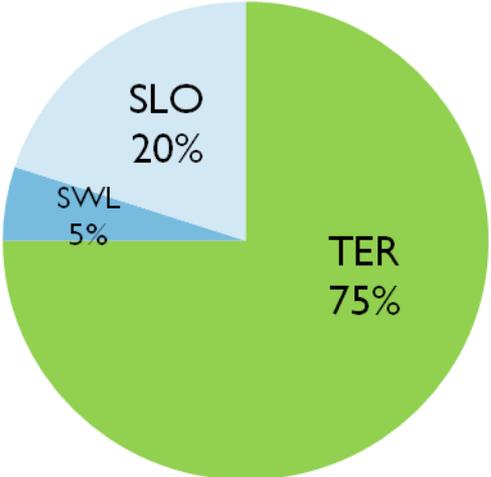# Each group of teachers has a different weighting scheme.

Group 1 Teachers
Half or more GM classes

- SLO 10%
- SWL 5%
- IGM 35%
- TER 50%

Group 2 Teachers
Less than half GM classes

- SLO 15%
- SWL 5%
- IGM 20%
- TER 60%

Group 3 Teachers
No GM

- SLO 20%
- SWL 5%
- TER 75%

Key:
TER: Teacher Effectiveness Rubric
IGM: Individual Growth Model
SLO: Student Learning Objective
SWL: School-wide Learning Measure
GM: Growth Model

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Weighting Example

Teacher with 50% or more Growth Model Classes

Component	Raw Score	Weight*	Weighted Score
Teacher Effectiveness Rubric	2.6	x 50%	= 1.3
Individual Growth Model Data	3	x 35%	= 1.05
Student Learning Objectives	4	x 10%	= .4
School-wide Learning Measure	2	x 5%	= .1
Sum of the Weighted Scores			2.85

RISE

The weighted score then determines the final rating

• **In the example on the previous slide, the weighted score of 2.85 is mapped to this scale. The final rating is "Effective".**

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up. For example, a score of 1.75 is considered "Improvement Necessary"

Above all else, collaboration is necessary to reach our goal of improving student outcomes.

TEACHERS

Regularly monitor student progress and adjust practice as necessary. **+** *Incorporate feedback and seek growth opportunities to improve practice.*

ADMINISTRATORS

Observe teacher practice and student outcomes with greater frequency. **+** *Provide essential feedback and development opportunities.*

GOAL:

Improve outcomes for students to help them achieve their full potential.

RISE

Throughout the year, clearly communicate expectations of RISE.

1   **Staff Meetings / Mass Communications (e.g., email)**

- Best used for conveying basic information about the process
- Schedule activities within the normal flow of teacher / school activities
- Create opportunities for group discussion and feedback

2   **Professional Development Sessions**

- Best used to focus attention on one or two topics
- Actively engage teachers in practical activities
- Create broader opportunities for broader group discussion and feedback

3   **One-to-One Meetings with Teachers**

- Best used to reinforce ideas introduced through other communications
- Chance for staff to give feedback to evaluators

4   **Teacher-led Communications**

- Best used when fellow teachers can offer their insight or support
- Allow the teacher's point of view to be heard

2011-2012 Priorities for Greensburg Schools

Curriculum maps completed and aligned with key Core Standards

Short cycle assessments created for each subject area

Train staff on development of student learning objectives

Set student learning objectives for each subject area

Use data to gauge achievement of the student learning objectives

Utilize PD 360 to provide additional support as needed by staff

Complete the observation cycle for each staff member

Complete final evaluation for each staff member

Continue to emphasize PLC process in your building

Promote the Quality initiatives for instruction in your building

Continue monitoring of literacy in your building and provide for remediation as needed

Monitor professional growth points for each of your teachers

What do administrators expect to see when they observe a classroom?

Quality instruction as evidenced by data

Student engagement

Re-teaching after frequent checking for student understanding

Rigor

What does the Superintendent expect from you as an Administrator?

Positive approach.

Demonstrate that you accept the challenge

Lead