## RISE EVALUATION AND DEVELOPMENT SYSTEM

### RISE EVALUATION COMPONENTS

<table>
<thead>
<tr>
<th>Component / Group</th>
<th>Score 1-4</th>
<th>Group 1 Teachers: at least ½ classes taught can receive IGM data</th>
<th>Group 2 Teachers: less than ½ classes taught can receive IGM data</th>
<th>Group 3 Teachers (all high school): no classes can receive IGM data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana Growth Model Data (IGM)</td>
<td>35%</td>
<td>20%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Student Learning Objectives (SLO)</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>School-wide Learning (SWL)</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Teacher Effectiveness Rubric (TER)</td>
<td>50%</td>
<td>60%</td>
<td>75%</td>
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</tr>
</tbody>
</table>

**Final Score Ranges:**
- **HIGHLY EFFECTIVE:** 3.5 – 4.0 points
- **EFFECTIVE:** 2.5 – 3.49 points
- **NEEDS IMPROVEMENT:** 1.75 – 2.49 points
- **INEFFECTIVE:** 1.0 – 1.74 points

### STUDENT LEARNING COMPONENTS

- **Indiana Growth Model (IGM)**
  - Applies to ELA/Math teachers, Grades 4-8
  - The Indiana Growth Model data will be based on how much growth your students make on the ISTEP compared to their academic peers.
  - IDOE will determine how the Growth Model will be translated to a 1-4 score by Fall 2012.
  - Some options for scoring being considered by IDOE:
    - Multiple years (3 years) of data will be used, or the most recent year will be used if it’s the best year.
    - Percentage of students that hit their growth.

- **Student Learning Objectives (SLOs)**
  - Goals set at the beginning of school year. Teachers receive an SLO rating (1-4) based on the extent to which goals are met.
  - **Class Objective:**
    - Based on content mastery achievement; 50% of SLO rating.
    - E.g. “Students in my 2nd period will achieve 80% mastery of all 11th grade ELA standards by Spring 2013.”
  - **Targeted Objective:**
    - Based on extent to which growth goal met; 50% of SLO rating.
    - E.g. “These 5 students will achieve 40% growth of standards 1, 2, 3, 4.”

- **Instruments to Measure Class and Targeted Objectives**
  - **Pre-Approved (Must use if available):**
    - TIER 1: State assessment (ISTEP, ECA, LAS Links, etc.)
    - TIER 2.1: Common Corporation Assessments
  - **Requires Evaluator Approval:**
    - TIER 2.2: Common School Assessments
    - TIER 3: Classroom Assessment

- **School-Wide Learning (SWL)**
  - All building teachers share same score.
  - This is determined by the A-F letter grade received by a teacher’s school. The idea is that all teachers share some responsibility for achievement and growth achieved school-wide.

- **Proposed effect of A-F grade on teacher score:**
  - A = 4 points (Highly Effective)
  - B = 3 points (Effective)
  - C = 2 points (Needs Improvement)
  - D-F = 1 point (Ineffective)
PROFESSIONAL PRACTICE COMPONENTS

Observation Process

**Professional Development Goals**
At the beginning of the year, teachers set goals (specific & measurable) with an evaluator, using the RISE rubric.

**Pre-Conference (OPTIONAL)**
This occurs before a planned observation to discuss lesson objectives and the class being observed.

**Extended Observation (REQUIRED)**
At least 2 must occur per year (1 each semester), and at least 1 must be conducted by the Lead Evaluator. Extended observations last at least 40 min., and may span 2 class periods.

**Mid-Year Conference (OPTIONAL)**
Teachers reflect on progress to goal with evaluator.

**Short Observation (REQUIRED)**
Teachers need to have 3 short observations each year, lasting at least 10 min. The Lead Evaluator should conduct at least 1 of these.

**Post-Conference (REQUIRED)**
Must be completed 5 school days after each extended observation.

**Summative Conference (REQUIRED)**
Discuss year-long performance leading to summative rating.

All evaluators must be trained (at least 24 hours total) in the RISE rubric. Each teacher is assigned to a Lead/Primary Evaluator. While a Secondary Evaluator is recommended, it is not required. After each of the observations, a teacher’s general placement on the rubric should be discussed. If there are any Ineffective or Improvement Necessary ratings, the evaluator and teacher should discuss opportunities for growth.

**Teacher Effectiveness Rubric (TER)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Raw rubric score (1-4)</th>
<th>% Weight of total score</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Purposeful Planning</td>
<td>3</td>
<td>x 10% =</td>
<td>0.3</td>
</tr>
<tr>
<td>2: Effective Instruction</td>
<td>2</td>
<td>x 75% =</td>
<td>1.5</td>
</tr>
<tr>
<td>3: School Leadership</td>
<td>3</td>
<td>x 15% =</td>
<td>0.45</td>
</tr>
<tr>
<td>4: Core Professionalism – Attendance, On-time arrival, Policies/Procedures, Respect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A teacher “Meets Standard” if all 4 components above are met = Total remains same</td>
<td></td>
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<tr>
<td>• A teacher “Does Not Meet Standard” if any 1 element of Domain 4 is not met = 1.00 points SUBTRACTED from Domains 1-3 total.</td>
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TOTAL, Domains 1-3: 2.25
+ Domain 4 score: TOTAL, Domains 1-3: 2.25
(meets Domain 4) +0.00 = SUMMATIVE TOTAL: 2.25

4-- HIGHLY EFFECTIVE (HE): Consistently exceeds expectations
3—EFFECTIVE (E): Consistently meets expectations
2—NEEDS IMPROVEMENT (NI): Room for growth in meeting expectations
1—INEFFECTIVE (I): Consistently fails to meet expectations

Once a teacher has received 5 evaluations for the year (2 extended, 3 short), rubric data is tallied/weighted by the following system for a holistic total – so teachers should not be surprised with their score. Note the emphasis on instruction. Sample values are inserted.