



# UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

**TOPIC:** Review of Policy DNA (REGULATION) - Performance Appraisal - Evaluation of Teachers

**SUBMITTED BY:** Gloria S. Rendon **OF:** Associate Supt. for Administration

**APPROVED FOR TRANSMITTAL TO SCHOOL BOARD:** July 20, 2016

Review of Policy DNA (REGULATION) - Performance Appraisal - Evaluation of Teachers

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**Note:** This document aligns with the appraisal practices recommended by TEA for the Texas Teacher Evaluation and Support System (T-TESS) as described at the TEA site, <https://teachfortexas.org>.

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TEACHER APPRAISAL  
SYSTEM

T-TESS is a process that seeks to develop habits of continuous improvement with evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

Components of the appraisal process, such as classroom observations and walk-throughs, will be conducted as frequently as necessary to ensure that teachers receive appropriate guidance.

SELF-ASSESSMENT  
AND GOAL SETTING

The teacher self-assessment, goal setting, and professional development processes are all interwoven and applied throughout the school year to positively impact each teacher's professional practices and ultimately increase student performance.

Each teacher will review data and reflect on his or her professional practice, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric.

A teacher who is new to the District or who is in the first year of the appraisal process will receive an orientation and will be guided through the self-assessment and goal-setting process to establish a professional development plan. Within six weeks of completing the orientation, a teacher who is new to the District or who is in the first year of the appraisal process will formulate targeted goals on the Teacher Self-Assessment and Goal-Setting Form and schedule an in-person goal-setting conference with his or her appraiser. After the conference, the teacher will submit his or her approved Goal-Setting and Professional Development Plan to the appraiser.

A returning teacher will review the goal(s) and professional development plan established at the end-of-the year conference and student performance data to determine if changes are needed. The teacher will submit to the appraiser his or her approved Goal-Setting and Professional Development Plan within the first six weeks of the school year.

IMPLEMENTATION  
OF GOALS

Each teacher will regularly monitor progress toward his or her goals. If the teacher feels the goals need to be modified, the teacher should make an appointment with his or her appraiser to discuss individual progress toward his or her goals and/or obtain additional supports.

PRE-CONFERENCE The purpose of a pre-conference is for the appraiser and teacher to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference will be conducted within **five days** of an announced observation.

The pre-conference will provide the teacher an opportunity to demonstrate his or her knowledge and skills for the planning domain and its correlating dimensions. The conference is primarily focused on the upcoming observation and what the teacher has planned to ensure that the instructional objective(s) are met.

FORMAL  
OBSERVATION

The teacher will be formally observed in the classroom one time unless the appraiser deems additional observations to be necessary. A classroom observation will be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction.

By mutual, written consent between the appraiser and the teacher, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

Each teacher may have additional observations or walk-throughs that provide actionable, timely feedback, which will allow the teacher to make efficient and contextual professional development choices to help refine practice. If data gathered during the additional observation or walk-through will impact the teacher's summative appraisal rating, a written summary will be shared with the teacher within ten working days after the completion of the additional observation or walk-through.

NOTICE

The formal observation for a teacher's appraisal will be **announced by date and time**.

The District will establish an appraisal calendar each year, and provide the calendar to teachers within the first three weeks of the school year.

POST-CONFERENCE

All observations will include an in-person post-conference within ten working days of the observation.

The overall purpose of the post-conference is to provide a teacher an opportunity to self-reflect on the execution of his or her lesson, including the impact on student performance. The results will be used to inform and guide the teacher regarding future practices and growth.

END-OF-YEAR  
CONFERENCE

The end-of-year conference will be held at least 15 days prior to the last day of instruction to discuss overall performance for the year. End-of-year conferences are mandatory.

Each teacher will provide his or her appraiser with an update regarding the professional goals and development plan that were developed at the beginning of the year.

PRELIMINARY GOAL  
SETTING AND  
PLANNING FOR THE  
FOLLOWING  
SCHOOL YEAR

Following the end-of-year conference, the appraiser and teacher will discuss how the current year self-assessment and goal-setting process will continue into the next school year for continuous improvement, including professional development to support learning.

SUMMATIVE ANNUAL  
APPRAISAL REPORT

A written summative annual appraisal report will be provided to the teacher within ten working days of the conclusion of the end-of-year conference. The report will be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report will be placed in the teacher's personnel file by the end of the appraisal period.

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SUMMATIVE  
APPRAISAL SCORE

Each teacher will be given an overall summative score, which will be based on the following calculation:

- 10 % - Teacher self-assessment and goal setting
- 90 % - Observations

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APPRAISER

Each teacher will be appraised by a certified appraiser. If the certified appraiser is not the teacher's supervisor, the appraiser will be selected from the list of certified appraisers approved by the Board.

SECOND  
APPRAISER

A teacher may request a second appraiser within ten working days of receiving a written observation summary or a written summative annual appraisal report. If a teacher requests a second appraisal by another certified District appraiser, the second appraiser will be determined in accordance with the following:

- A teacher may request a second appraisal by another appraiser at the following times: (1) for Domains I, II, and III, as identified in §150.1002(a) of this title, after receiving a written observation summary with which the teacher disagrees; or (2) for Domain IV, as identified in §150.1002(a) of this title, and for the performance of teacher' students, as defined in §150.1002(f)(2) of this title, after receiving a written summa-

tive annual appraisal report with which the teacher disagrees.  
(d) The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal report for the ratings of dimensions in Domain I, II, and III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal. (f) The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I-III or shall review the Goal-Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable. Cumulative data may also be used by the second appraiser to evaluate other dimensions.

- The second appraiser shall be assigned by the Superintendent or the Superintendent's Designee.
- Second appraisals shall not be scheduled by date and time.
- The 1<sup>st</sup> appraisal and 2<sup>nd</sup> appraisal will be averaged –60%-40%, respectively.

TEACHER RESPONSE  
AND REBUTTAL

A teacher may submit a written response or rebuttal within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal.

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LESS-THAN-ANNUAL  
APPRAISALS

In accordance with DNA(LOCAL), certain teachers are eligible for less-than-annual appraisals.

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GRIEVANCES

Complaints regarding a teacher appraisal should be addressed in accordance with DGBA(LOCAL).