



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

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

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

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: August 16, 2017

RECOMMENDATION:

RATIONALE:

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:

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>.

**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.

SUMMATIVE
APPRAISAL SCORE

There is no summative appraisal score. Each dimension will have equal weights.

- For the 2017-2018 school year, the 17th dimension on TTESS (Student Growth Measure) is a pilot and will not be given a rating.

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) 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 or any other written documentation related to the rating of those three domains; or

(2) for Domain IV, as identified in §150.1002(a) of this title, and for the performance of teacher's students, as defined in §150.1002(f)(2) of this title, (relating to General Provisions), after receiving a written summative annual appraisal report.

(b) Any written response or rebuttal must be submitted within 10 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. A teacher may not submit a written response or rebuttal to a written summative annual appraisal report for the ratings in Domains I, II, III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observations summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

(c) A teacher may request a second appraisal by another certified appraiser at the following times:

- (1) For Domains I, II, 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 §150.1002(a) of this title, and for the performance of teachers' students, as defined in §150.1001(f)(2) of this title, after receiving a written summative 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 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 Domains I, II, 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.

Second appraisals shall **not be** scheduled by date and time.

(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-Settings 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.

Final Score

The 1st appraisal and 2nd appraisal will be averaged—60% and 40% respectively.

Dissemination of Information

The District shall ensure that all classroom teachers are provided these procedures at the time of employment and updated annually or as needed.

**LESS-THAN-ANNUAL
APPRAISALS**

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

Reprimands issued during the current school year up to March 1 (of the current year) shall make a teacher ineligible to receive a less than annual appraisal. A written reprimand, with appropriate signatures regarding an instructional issue shall make a teacher ineligible to receive a less than annual appraisal—these may include, but are not limited to, tardiness, high absenteeism, failure to submit lesson plans, etc. Reprimands issued after March 1 will automatically make a teacher ineligible to receive a less than annual appraisal for the following school year.

GRIEVANCES

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

DNA Revised: August 2017

Approved: Roberto J. Santos

REVIEWED:

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