

GALVESTON ISD TEEM GUIDEBOOK

2019-2020

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Introduction

Purpose

Overview

Galveston ISD

Vision

Island of Excellence - World of Opportunity

Mission

To Educate, Engage, and Empower EACH student for a life of Excellence.

Beliefs

GISD believes

- Every child can learn
- Every child should have equal access to learn, grow and become successful adults
- In a district where each and every student is a prepared, confident leader who is comfortable in any culture and knows he/she will succeed given any situation
- Everyone has a voice and is a participant
- All children possess exceptional talent to reach their dreams
- Each child deserves an abundance of exceptional educational experiences
- That in all actions everyone will be treated with respect and dignity
- In a district that supports and rewards staff who provide exceptional educational experiences
- GISD students are better prepared for the real world because of our diversity and their experiences in our community and schools
- All children and staff deserve their schools to be a safe and effective place to learn, work, play, and heal
- GISD can be one of the premier school districts in the nation



TxCEE

Who is TxCEE?

The Texas Center for Educator Excellence (TxCEE), housed at Region 18 ESC, provides leadership and technical assistance across Texas to improve educator quality.

Mission

Our mission is to equip educators to improve student achievement through the alignment of district resources, campus leadership training, and strategies to increase educator effectiveness.

Vision

TxCEE has focused on promoting rigorous education reform that includes teacher career pathways, professional development, performance-based compensation, and comprehensive human capital management systems for teachers, principals, and other school leaders. TxCEE's expertise in these areas has been commended both at the national and state level. The TxCEE approach to district reform and innovation led to the development of the Texas Educator Excellence Model (TEEM). TEEM encompasses components that when combined, form a comprehensive educator management system that increases teacher and student success. Each of the programs and initiatives developed by TxCEE is based on the intricate work of TEEM.

Goals

- Collaborate with educators statewide on a shared vision to improve schools
- Address the high need of transforming district structures for maximizing efficiency and effectiveness to improve student achievement

- Align our resources and efforts with research-based findings to build high quality human capital management systems in Texas public school districts
- Assist Texas school districts with implementation of a teacher and principal evaluation system that includes student growth measures in every classroom
- Provide targeted, high-quality training for teachers and district and campus leaders to improve effectiveness

Experience

TxCEE has over ten years assisting Texas school districts with implementing initiatives aimed at improving human capital. Our expertise is based on a continuum of delivering professional development geared towards implementing comprehensive Human Capital Management Systems.

Areas of Expertise:

- Educator Evaluation Systems
- Performance-Based Compensation Systems
- Professional Development Systems
- Student Growth Measures
- Leadership Coaching
- Instructional Coaching

TxCEE has received three federal Teacher Incentive Fund (TIF) Grants and the Teacher and School Leader (TSL) Grant from U.S. Department of Education totaling over \$177 million.

Purpose

Purpose

The TxCEE approach to district transformation and outcomes begins with building a robust human capital management system that includes:

- Engaging in rigorous teacher and principal evaluation instruments
- Providing effectiveness ratings for teachers and principals
- Measuring student growth in every classroom in the district
- Providing opportunities for increased compensation to effective teachers and principals
- Building a district-wide professional development system tailored to educator and student needs

Education leaders must use clear measures of educator effectiveness to inform decisions at each step of the human capital continuum to deliver the following outcomes.

- Improve instruction in the classroom
- Improve leadership in administrators
- Align programs and initiatives across the district
- Create a system where educators are involved in determining the professional development (PD) content-individualized learning
- Create opportunities where educators contribute to the outcomes

Partnerships

TxCEE has worked with institutes for higher learning (IHEs) and with national entities to enhance the mission and vision of our organization.

Institutes for Higher Education

- Texas A&M System
- Texas A&M College Station
- Texas A&M Kingsville
- Texas A&M San Antonio
- University of Texas at Austin
- University of Texas at San Antonio
- University of Texas Rio Grande Valley
- University of Houston Clear Lake
- Sam Houston State University

National Entities

- U.S. Department of Education
- Texas Association of School Boards
- American Institute for Research (AIR)
- SAS EVAAS
- WestEd
- McREL (McREL Teacher and Principal Evaluation Systems, CITW)
- Stronge & Associates (Stronge Teacher and Principal Evaluation Systems)
- Frontline (Charlotte Danielson Framework for Effective Teaching)

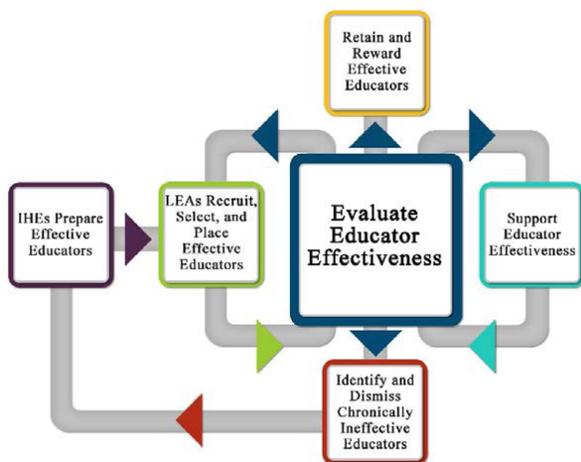
TEEM Overview

Texas Educator Excellence Model (TEEM) Overview

The primary goal of the Texas Educator Excellence Model (TEEM) is to improve student achievement. This goal will be accomplished by building upon existing human capital management systems (HCMS). Other program goals include providing the following replicable approaches:

- Models for strengthening the educator pipeline.
- Models for supporting development of effective teachers and principals.
- Strategies for identifying, recruiting, retaining, and distribution of effective educators.
- Models of innovation for educator compensation.

TEEM addresses the challenges identified in high-need schools by improving systems for educator preparation, selection, support, evaluation, and compensation. It builds upon existing HCMS models designed and implemented through previous TIF grant awards. Each partner district's HCMS will be enhanced with timely and relevant support and guidance from TxCEE.



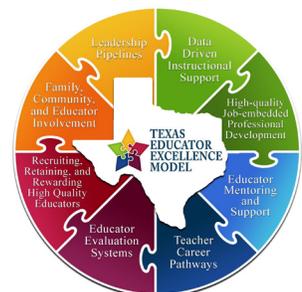
TEEM provides an opportunity for districts to expand their HCMS work by bridging interests with those of IHEs in Texas. No state can systematically influence the quality

of the educator workforce without robust partnerships between public and higher education systems. Colleges and universities have a direct impact on the skills and abilities of educator candidates that flow into the TSL districts.

TxCEE will connect districts with IHEs and engage in strategic partnerships to ensure that the quality of the educator pipeline is maximized. It will serve as a blueprint for sustainable, long term district - IHE partnerships that improve human capital in Texas. The pipeline model provides targeted support from IHEs.

The eight TEEM components act alone, and in concert, outlining a systematic approach districts can use to leverage resources and identify, foster, and retain high-quality talent in their educator workforce.

1. Data Driven Instructional Support
2. High-quality Job-embedded Professional Development
3. Educator Mentoring and Support
4. Teacher Career Pathways
5. Educator Evaluation Systems
6. Recruiting, Retaining, and Rewarding High Quality Educators
7. Family, Community, and Educator Involvement
8. Leadership Pipelines



TEEM Graphic representing the eight components

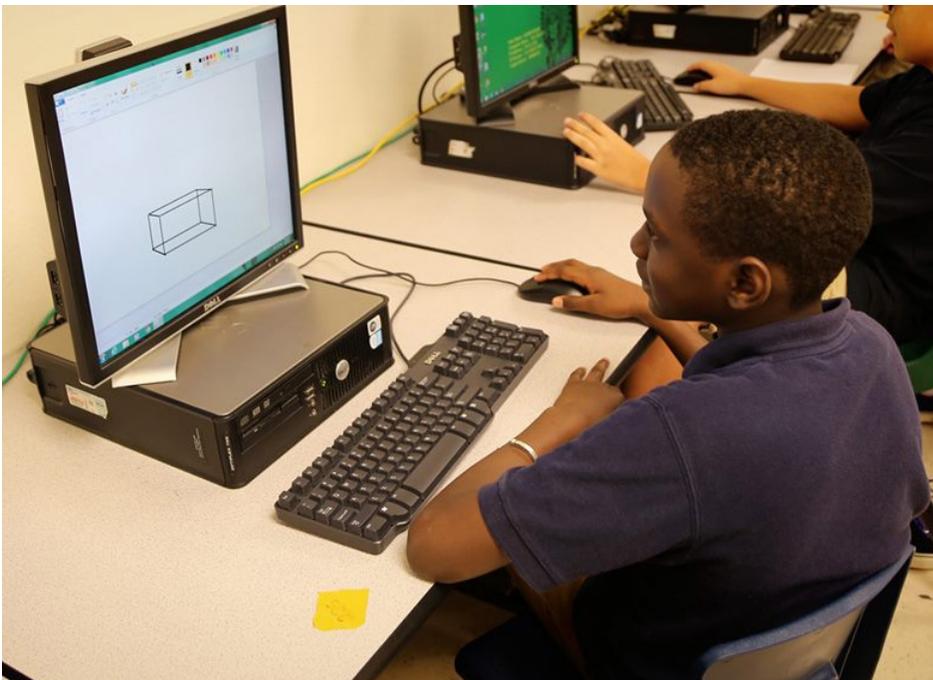
TEEMS Overview

TEEMS Overview

The Texas Educator Excellence Management System (TEEMS) is a data management system that supports the human capital needs of Texas school districts in an intuitive, easy to use and functionally robust manner. It informs a variety of educator decisions such as placement, retention, dismissal, compensation, professional development, and promotion.

The system is comprised of four components:

- Student Growth Module
- Performance Evaluation Module
- Talent Acquisition Module
- Professional Learning Module



Data Driven Instructional Support

Strategies

Research

When one considers student learning, think about what is done collectively to guide instructional decisions. This includes selecting data sources to guide instruction; moreover, it includes authentic discourse and goal setting using data from the selected source(s). From the many experiences, there is no shortage of data. In fact, Hargreaves and Fullan's (2012) summary that leaders seem obsessed with numerical data and being narrow-minded is relatable. These same authors say to "be informed by the evidence, not numbed by the numbers" (p. 173) and "decide what data you need and use it judiciously" (p. 172). To stress the importance of using data to make informed-decisions, consider these four considerations shared by Hargreaves and Fullan (2010):

1. "Don't overload yourself with data....Decide what you need, use the information prudently and judiciously" (p. 172).
2. "If the data aren't helping us know our children better, or if we are so busy analyzing data that we have less time to be with the children, then we are getting sidetracked down the wrong path" (p. 172).
3. "Direct more discussions about evidence toward improving learning for everyone: not just those who are falling behind" (p. 172).
4. "Narrow your focus....be informed by the evidence, not numbed by the numbers" (p. 173).



Best Practices

The district establishes a culture of data use and continuous improvement to promote a positive campus culture and enhance student learning. Specifically:

- The district uses data in continuous improvement efforts.
- The district has the technological infrastructure and data management system(s) needed to easily integrate instructional, operational and personnel data. District staff have the capacity to effectively use these data systems.
- Data inform many aspects of the district's HCMS (e.g., data can easily be used at the district- and campus-levels to make HR such as educator recruitment, selection, promotion, and compensation).
- Data access, infrastructure, and usage capacity is consistent across the district.
- The district formally monitors implementation and outcomes of data use.

Strategies

Learning Modules

IHEs develop online learning modules that will address the highest area of need in partner districts and across the state – faculty will use an online learning platform to facilitate training and support on research-based instructional strategies and in specific high-need focus areas in Texas.

- English Learners
- Science Technology Engineering Math (STEM)
- Canvas Resources

Strategies

Work with ERC and AIR for root cause analysis.

The ERC was created by the Texas Legislature in 2006 to create a data repository, known as the State Longitudinal Data System (SLDS), containing a broad range of connected, student- and school-level data.

The Texas ERC warehouse provides two primary benefits: 1) comprehensive access to information across the educational pipeline, and 2) dramatically reduced time and effort related to data collection and management. The ERC's data include all public education information from the Texas Education Agency, the Texas Higher Education Coordinating Board, and post-education data from the Texas Workforce Commission.

The ERC has the ability to track teacher preparation candidates from the IHE into the educator workforce. The ERC will coordinate with TxCEE and our evaluation partner (AIR) to conduct analyses on each TEEM campus to help determine the root causes for human capital and student achievement challenges. We intend for this work to not only enhance the human capital in TEEM schools, but ultimately serve as a model for turnaround efforts in low-performing campuses across the state.

Data Analysis/Root Cause Analysis

1. Define the Problem - What issue is recurring? Frame into a problem of practice statement. For example: *Our district has trouble attracting effective teachers in our high-poverty campuses and provides inadequate supports to improve teacher performance in these campuses.*
2. Collect and Organize Data - What data do you have to support the problem statement? How long has this been an issue?
3. Analyze Data - What does the data tell us about what is causing the issue? What are the primary concerns?
4. Identify Root Cause - Using the problem statement and data, consider why is this the case and how do you know? Continue to ask these two questions

until there is a list of root causes for the problem statement.

5. Propose Solutions - How can this issue be resolved? How can we prevent this from happening again?

Adapted from Texas Equity Toolkit

Additional Methods for Root Cause Analysis

1. Brainstorm and organize potential causes. One method would be to use a fishbone diagram.
2. Understand users' experiences. Empathy interviews allow you to gather information about the user's perspective.
3. Create a visual representation like a process map to investigate where in the process the issue is occurring.
4. Research or consult with others outside your organization.

Adapted from Teacher Squared Teacher Educator Institute

Basic Data Analysis for Needs Assessment

1. Collect data from available resources
2. Identify campus needs/goals and apply to your context
3. Analyze the data. Look for patterns, trends, strengths, and challenges for all students.
4. Use results of the analysis to determine a path forward for setting goals, closing gaps, etc.
5. Compare data/needs assessment with other teams or campuses to share resources and best practices

High-quality Job-embedded Professional Development

Strategies

Research

Hattie (2012) reports that, “Talking is one thing; action is the other....to put ideas into action requires having an intention to change, having knowledge of what successful change would look like, and having a safe opportunity to try new teaching methods” (p. 71). Kleine-Kracht (1993) suggested that for school improvement to occur educators must learn together through “questioning, investigating, and seeking solutions” (p. 393). High-quality job-embedded professional development requires a desire to change, to learn together, and to seek solutions.

DuFour, DuFour, Eaker, and Many (2010) define a professional learning community as “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve” (p. 11). They also posit that a meeting is not synonymous with a professional learning community. A professional learning community is the larger organization that continuously engages in critical discourse to affect the organization’s climate, culture, and structures. These communities allow for increased educator interaction and voice from within and across the organization (Leithwood, Louis, Anderson, & Wahlstrom, 2004) where all members of a learning community have equal opportunity to participate in a conversation to improve teacher practice and student achievement.

Principals must also serve as instructional leaders who build a campus where teachers are committed to working together to improve practices that will affect student learning (Leithwood, et al., 2004; Bryk et al., 2010; Bierly & Shy, 2013). In order to support the effective development of campus leaders, it is also imperative to adequately train the principal supervisors to become effective coaches for principals (Corcoran et al., 2013).

Best Practices

District provides ongoing professional learning during the school day for all educators, and differentiates professional developed based on educator and student needs. Specifically:

- District has a district-wide professional learning system that provides individualized professional growth opportunities during the school day for all educators in the district.
- District’s job-embedded professional learning system is incorporated with many aspects of the district’s HCMS. For example, professional learning opportunities are based on educator evaluation results, teacher leaders lead professional learning activities, and educator recruitment and screening tools identify professional learning needs.
- District formally monitors implementation and outcomes of job-embedded professional learning.

Strategies

System for Effective Educator Development (SEED)

SEED is a professional learning system that stems from district and school goals and utilizes collaborative communities to influence educator practices and positively impact student learning.

Key components:

- Includes meetings, professional development sessions like workshops, and ongoing professional learning opportunities that are differentiated and sustained over time
- Provides the district a systemic structure for delivering quality professional development
- Aligns with a district’s chosen evaluation system

Strategies

- Aligns with a district's chosen curriculum and programs/initiatives
- Provides opportunities for educators to improve effectiveness based on individualized need
- Supports teachers and principals with individualized needs identified through the evaluation process
- Uses multiple forms of data to drive professional development content
- Enhances educator support through a tiered system
- Provides job-embedded professional learning opportunities to transform practice

Collaboration is an essential component when implementing SEED. For this reason, and to get the most out of implementation, it is important that schools or districts establish a multi-tiered, collaborative approach to support educator practices and student learning at the teacher, school, principal, and district levels.

Collaborative Learning Community (CLC) meetings are an integral part of SEED. During SEED meetings, educators collaborate to make informed decisions. This requires a non-threatening environment and trusting relationships between and among stakeholder groups. Each SEED meeting consists of three phases: initiation, collaboration, and transformation.

During the initiation phase, educators may engage in reviewing student achievement data, establish a goal(s), reflect on prior learning, review or analyze student work, or make connections between existing structures and SEED.

The collaboration phase incorporates facilitation protocols as a means to guide conversations, engaging all participants in learning new content or reflecting on implementation, solving problems, modeling or observing an instructional strategy, and more.

The transformation phase allows educators to set next step implementation actions, reflect on learning, identify implications for practice, or determine and agenda items and expectations prior to the next meeting.

SEED also incorporates research-based professional development that will best support effective instruction across the content areas through SEED CLCs.

By giving voice and keeping all stakeholder groups involved in implementing SEED, the ultimate goal is to transform current practice or policy to positively improve student learning. The premises for each CLC meeting is to increase targeted, job-embedded professional development and learning opportunities for educators and enhance support for educators.

Additional information about SEED can be found in the *TxCEE Introduction to SEED*.



Educator Mentoring and Support

Strategies

Research

The best way to impact the educator preparation process is through engaging pre-service teachers and principals for a portion of their training at the school site, providing clinically-rich experiences (Darling-Hammond, 2014).

Well-developed induction programs that includes mentoring and are implemented with fidelity can increase retention and teacher effectiveness impacting student learning (Matlach & Potemski, 2014). Induction programs should seek to provide the resources and supports that new teachers need to be effective in the classroom and should include an orientation to the district and school, instructional support, a set of professional expectations, and ongoing professional development based on the individual teacher's needs (Matlach & Potemski, 2014).

Mentoring is an integral part of the induction program and the selection of mentors should consider the interpersonal skills, instructional effectiveness, leadership, work experience, and content and grade level expertise of the mentor; additionally, mentors should receive ongoing professional development and compensation for the added responsibilities (Matlach & Potemski, 2014). Joyce and Showers (1980) articulated the importance of ongoing peer coaching or mentoring if we expect an educator to implement a newly learned skill or practice in their classroom. Peer-coaching and mentoring builds capacity across the organization and stresses ongoing learning between and among colleagues.

Best Practices

Districts implement processes to strengthen pre-service programming and support effective coaching and mentoring systems. Specifically:

- District develops strong district- educator preparation program partnerships that adequately prepare pre-service teachers to work in the district.

- District has well-defined and structured mentoring opportunities.
- Pre-service and mentoring opportunities exist with extensive incorporation into the district's HCMS.
- Mentoring activities and opportunities are available to all relevant schools/educators.
- District and campus leaders receive training and support so that they can effectively coach and mentor teachers.
- District has formal strategy for monitoring implementation and outcomes associated with activities.

Strategies

Coaching and Mentoring Models and PD

University of Houston - Clear Lake (UHCL) supports GISD in implementing coaching and mentoring models and will assist in developing curriculum and training for GISD to support research-based coaching and mentoring systems, including online learning.

The model will include training, mentoring, and coaching professional development and support that may be face to face or online and include engagement through online PLCs.

Topics may include:

- Coaching Conversations
- Feedback: Evidence versus Opinion
- Coaching Cycles
- Guiding Reflection

Strategies

GISD Induction and Mentoring Program

New Hire Session

This provides an opportunity to complete any necessary HR paperwork, provide information about the New Teacher Academy, provide information about technology resources/systems, and take a badge photo.

New Teacher Academy

- Day 1 - District Orientation that includes a welcome and professional development sessions to introduce teachers to the important district initiatives
- Days 2 and 3 - Capturing Kids Hearts Training
- Day 4 - Seven Steps Training
- Day 5 - Lesson planning, T-TESS, and Canvas

Mentoring

- Each new teacher receives a mentor who is a retired teacher
- Mentors are provided ongoing professional development on building relationships and trust, working with adult learners, the needs of new teachers, observation and feedback protocols, and analyzing student work.
- Novice teachers are provided with ongoing professional development based on areas of individual need. These may be face to face sessions, online courses, or observing effective teachers.



Teacher Career Pathways

Strategies

Research

Teachers who are high-performing are often interested in pursuing additional roles and responsibilities and are more likely to leave a position if there are not opportunities for advancement (Doyle, 2015). The development of teacher career pathways can offer effective teachers the opportunity to engage in more complex roles which can increase retention (Varlas, 2009; Doyle 2015). Creating pathways for instructional leadership develops a sense of responsibility for the campus and for improving teaching and learning, and these roles often provide support for novice or struggling teachers resulting in professional growth for all (Varlas, 2009).

Best Practices

Districts offer effective teachers a variety of career pathway opportunities and compensation to become campus or district leaders, allowing them to advance professionally with options to maintain an instructional role in the classroom, if desired. Other best practices include:

- Teacher career pathways exist with extensive incorporation into the district's HCMS (e.g., district has clear strategy for recruiting teacher leaders, teacher leaders receive targeted training, teacher leaders are evaluated and compensated for effectiveness, etc.).
- Pathways are available to all relevant schools/educators.
- District has formal strategy for monitoring implementation and outcomes associated with pathways.

Strategies

Collaborative Learning Leader (CLL)

The Collaborative Learning Leader (CLL) is similar to an individual who serves in the capacity of an instructional coach and who builds capacity in others through roles such as facilitator, collaborative problem solver, or teacher learner. This individual collaboratively engages with various stakeholder groups including school- and district-level administrators, teachers, families, and community members to support teacher success to impact student learning.

Key responsibilities for a CLL:

- Organize and deliver differentiated, sustained, job-embedded professional development for various stakeholder groups.
- Guide and support stakeholder groups in the analysis of data to guide instructional decisions.
- Support teachers in the development of student-learning objectives (SLO) and monitor progress.
- Work collaboratively with colleagues to identify individual student needs and determine how to differentiate instruction that meets all students' needs.
- Assist various stakeholders with implementing evidence-based instructional programs with fidelity.
- Collaborate with other stakeholder groups to develop and implement action steps outlined in -district- or school-based improvement plans.
- Model lessons and/or activities as requested by colleagues.
- Participate in or facilitate effective meetings and professional learning activities.
- Build capacity in Collaborative Learning Facilitators (CLF) to lead grade level meetings.

Strategies

- Be an advocate or change agent in establishing a collaborative culture.
- Help facilitate 21st century learning and technology integration.
- Expand knowledge base and share research-based instructional strategies with stakeholder groups.
- Be knowledgeable about local, state, and federal rules, regulations, and policies.

A major role for a CLL is to provide differentiated, sustained, job-embedded coaching support and to engage with various stakeholder groups to establish a collaborative learning community.

Collaborative Learning Facilitator (CLF)

The role for a Collaborative Learning Facilitator (CLF) is similar to someone who serves in the capacity of a peer coach. This individual is a full-time teacher with added facilitator responsibilities. The CLF mostly collaborates with grade level colleagues to share instructional strategies, use data to guide instructional decisions, analyze lesson plans or student work samples, conduct research, or solve problems; however, based on colleagues' needs, may need to communicate with school-administrators, families, or community members.

Key responsibilities for a CLF:

- Act as teacher of record for one classroom (e.g., second grade teacher).
- Develop a shared knowledge base for teaching and learning within and across grade levels.
- Collaborate with grade level colleagues to determine grade level meeting topics based on student achievement data or teacher need.
- Create an agenda for weekly grade level meetings that is meaningful, focused on needs, and encourages collaboration from all participants.

- Support grade level colleagues in the implementation of student-learning objectives (SLO).
- Be an advocate or change agent in establishing a collaborative culture.
- Help facilitate 21st century learning and technology integration.
- Encourage colleagues to expand knowledge base and share research-based instructional strategies with each other.
- Provide support that is confidential and non-evaluative.
- Communicate a minimum of one time per week with the Collaborative Learning Leader (CLL) to determine and align school or district support with grade level or individual teacher needs.
- Participate in weekly school learning community meetings.

A major role for a CLF is to support grade level colleagues. A CLF is a full-time teacher with added responsibilities of collaborating with other stakeholder groups and planning for meaningful learning opportunities with grade level colleagues.



Educator Evaluation Systems

Strategies

Research

Research demonstrates that the most important factor in student success is the effectiveness of the teacher (Varlas, 2009), and the second most influential factor is the school leader (Leithwood et al., 2004). Evaluation is one part of a larger HCMS to improve teaching and learning and should support continuous improvement (Darling-Hammond, 2013). Evaluation processes can support teacher development through observation of practice, review of professional contributions, and evidence of student learning (Darling-Hammond, 2013).

The use of student growth in the form of student learning objectives (SLO) provides both data on student progress and teacher practice. Goal setting through the use of data that allows for adjusting instruction demonstrates effective teaching, and each of these steps can be found in a well-developed SLO process (Lachlan-Hache, Cushing, & Bivona, 2012).

Best Practices

Districts implement educator evaluation systems that employ rigorous, research-based observation tools and student growth measures to produce summative evaluation ratings, which are used to inform a variety of human capital management decisions. Other features of the systems include:

- Educator evaluation systems are implemented for all educators and in all schools.
- Multiple-metric educator evaluation systems inform various aspects of the district's HCMS (e.g., district uses educator evaluation results to inform professional development, HR decisions, compensation, etc.)
- District has formal strategy for monitoring educator evaluation implementation and outcomes, including structures for monitoring fairness, validity, and reliability of metrics and outcomes.

Strategies

Educator Evaluation

The implementation of rigorous and purposeful evaluation systems are essential in maximizing the success of the educator workforce. Districts must use valid and reliable instruments to effectively evaluate educator performance.

Training and Support Plans

TxCEE has expertise in helping districts customize training and support plans for teacher and principal evaluations that utilize observations and student growth.

Student Growth

Student Learning Objectives (SLOs)

The TxCEE SLO model is based on the best practices of SLO models across the country but also addresses challenge areas faced during implementation. A Student Learning Objective (SLO) is a measurable, focused academic-centered goal that describes what students should know or be able to do at the end of an interval of instruction. Additional information can be found in the *TxCEE SLO Guidebook* regarding the SLO process and supports.

Teachers will write 2 SLOs as one of the measures of effectiveness for this year. All teachers must have at least 75% of their average class size in their SLO. Students enrolled after the pre-assessment has been entered into the online system and approved by the administrative staff will not be included in the SLOs. If a teacher is transferred from one position in GISD to another teaching position before the end of the 1 semester, the teacher will adopt the previous teacher's SLO for that course, if applicable or opt out of the process. If a teacher is transferred after the end of the 1st semester, the teacher will no longer be eligible for SLO incentives.

Evaluation

GISD Systems

Teachers

T-TESS - This system is comprised of two components 1) Observations, and 2) Professional Development, Self-Assessment, and Goal Setting . The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs (minimum of 4)
- Ongoing review of teacher and student data, goals and professional development
- Announced T-TESS formal observation with pre- and post- conference
- Unannounced T-TESS formal observation with post-conference
- Teacher Self-Assessment and End of the Year Goal Setting
- End of Year Conference
- Effectiveness Rating
- Two different appraisers for the formal observations

Observation Details

- All T-TESS appraisers must be certified in the T-TESS process
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal process, including classroom walkthroughs and informal observations.

- All teachers will complete teacher self-assessment and goal setting using the forms located in Oasys. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do walkthroughs throughout the year as additional formative feedback on classroom instruction. An effective principal is regularly in the classroom. The GISD/HCMS system requires a minimum of 2 walkthroughs per teacher in the first semester and 2 walkthroughs per teacher in the second semester. Written feedback will be provided to teachers following walkthroughs using the GISD/HCMS Walkthrough form in the Professional Growth Database System.
- All teachers will have two formal T-TESS observations, one announced and one unannounced, completed by two different appraisers. District or campus administrators may require additional observations. Principals or appraisers will have a pre- and post-conference for the announced observation and only a post-conference for the unannounced with the appraisee according to the T-TESS guidelines. Following the GISD protocol, scoring of the actual observations is recommended to take place either during or after the post conference. This gives the appraiser and the teacher opportunities for clarification.
- End of the Year Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also

Evaluation

include a discussion about next year's goals and Professional Development Plan.

- Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-TESS Observation Summative Score and the PD/Goal Attainment Score. The third measure of effectiveness is the student growth ratings and will be awarded to teachers upon receipt of student learning objectives growth ratings at the end of the year.
- Teacher in Need of Improvement: At this time the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.
- Principals will assign appraisers.
- Additional 20 minute observations and administrative walkthroughs by external observers may be scheduled if warranted.
- Walks for Learning will be unscheduled and not evaluative and may be conducted by campus and non-campus Administrators and other campus and district leadership.
- All T-TESS and other appraisal data will be documented through Evaluate.

Collaborative Learning Leaders (CLLs)

CLLs will be evaluated using the TxCEE CLL Evaluation Process that focuses on four areas related to the position. CLLs will be evaluated on the CLL Framework that includes:

- Professional Development that covers planning and

delivering differentiated, job-embedded professional development as well as participating in the Campus CLC and professional learning activities.

- Instructional support that includes supporting SLO development, assisting with implementing instructional programs, collaborating with administrators to develop and implement improvement plans, expanding the knowledge base of teachers on instructional strategies, guiding and supporting teachers in analysis of data to guide instruction, and collaborating to identify student needs and determine how to differentiate instruction.
- Coaching that covers modeling lessons and activities, building capacity in CLFs to become effective peer coaches and CLC Leaders, and providing differentiated, sustained, job-embedded coaching.
- Professionalism that includes being an advocate or change agent in establishing a collaborative culture, being knowledgeable of district and school [policies and practices, engaging in positive and productive relationships, and protects confidentiality.

Required Components

- Self-reflection and goal setting
- Four to six observations of a CLC meeting during the year using the CLC effectiveness rubric (some announced and some unannounced) are recommended, with 2 documented observations required. Feedback will be provided and the data will be used for scoring the framework at the end of the year.
- Three conferences at the beginning, middle, and end of year.
- Additional artifacts may be provided prior to scoring.

Appraisal Details

- Prior to the end of October, CLLs must complete the

Evaluation

self-reflection and goal setting using the CLL rubric.

- The beginning of the year conference will review the goal setting and self-reflection and the evaluation process for the year.
- The middle of the year conference will review the progress on the goals and provide a formative review of the rubric.
- The end of the year conference is a summative that allows for the final ratings to be discussed and additional evidence to be provided. This is also an opportunity to look ahead at next year and possible goals and growth opportunities.
- The observations will allow the appraiser to provide feedback to the CLL on his/her progress and should be provided in writing within 10 working days of the observation.

Principals

T-PESS – This system focuses on a seven step evaluation process that begins with an orientation (step 1) that leads to self-assessment and goal setting (step 2). Principals then engage in a beginning of the year conference (step 3) with their supervisor to review the self-assessment, goals, and alignment to strategic priorities. During the year, appraisers will visit your campus (step 4) to conduct informal meeting to better understand the context. Principals will also engage in a mid-year conference (step 5) to adjust their action plans to ensure that their goals can be met. Principals will provide a brief summary (step 6) of artifacts and evidence that emphasize their performance in the five standards. At the end of the year, the principal and appraiser will meet (step 7) to review and discuss the evaluation process, results, and goals for next year.

Required Components

- New Administrator Orientation
- Self-Assessment and Goal Setting using the T-PESS

rubrics and the T-PESS professional development plan

- Pre-evaluation Conference and Mid-year Evaluation Conference
- Administrator developed Consolidated Performance Assessment Report to be used at the End of the Year Performance Discussion
- Summative review of the administrator's T-PESS Professional Development Plan, T-PESS Rubrics, and Consolidated Performance Plan
- On-site Situational Observations (1 in the Fall and 2 in the Spring), Campus Walkthroughs and other Data Collection Opportunities
- Six Week Accountability Meeting
- Appraisal Effectiveness Rating



Evaluation

Appraisal Details

- Prior to the third week of school, Principals and Assistant Principals must complete the T-PESS self-assessment using the T-PESS rubrics. They will also complete the T-PESS Professional Development Plan. They will use their campus data to establish performance goals for themselves that will be monitored throughout the school year. These plans will be presented individually to the District Leadership Team in Early September by the campus principal; assistant principals will present their plans to their principals. The professional Development Plan must include at a minimum 3 measurable activities supported by identified campus needs and the principal's self assessment rubrics. The plan must also support the district initiatives. Goals must be written using the SMART criteria.
- Principals and Assistant Principals will receive formative feedback from their appraiser in the fall and in the spring using the T-PESS rubrics. These conferences will coincide with six weeks principal/administrative accountability conferences. Principals and Assistant Principals will be required to bring their self-assessment using the T-PESS rubrics to the beginning of the year (BOY) and middle of the year (MOY) formative conferences. Assistant Principals will follow the same schedule reporting to their campus principal.
- Principals will have a minimum of three formative campus based situational observations and data collection opportunities. Principal observations will be done by the District Leadership Team. Principals Observations will be reviewed and discussed with the Principal within 3 days of the situational observation by the Observer.
- Informal observations and campus visits will be used as opportunities to collaboratively discuss, recommend and/or choose staff development and growth opportunities for the principal.
- The Principal is responsible for creating a Consolidated Performance Report synthesizing their campus data (artifacts and evidence) as specified in their performance improvement goals. This should be a brief but through review of the evidence and information used in consideration to evaluate performance. This must be turned in to the appraiser at least one week prior to the End of the Year Performance Discussion.
- Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-PESS Summative Score and the student growth score.
- The Summative GISD T-PESS and Professional Development ratings will be determined by reviewing data collected throughout the school year consisting of, but not limited to, the formative situational campus based observations, campus walkthroughs and other campus based observation data, performance ratings, campus surveys, parent campus relationships, etc. In addition to these artifacts, the principal will submit a Consolidated Performance Report no later than one week prior to the End of the Year Performance Discussion. The District Leadership Team will be responsible for the Principal's summative T-PESS and Summative Professional Development Ratings. Campus principals will be responsible for the Assistant Principal's ratings.

Effectiveness Ratings

		T-TESS				
Classroom Evaluation	5	Developing	Developing	Effective	Highly Effective	Highly Effective
	4	Developing	Developing	Effective	Effective	Highly Effective
	3	Developing	Developing	Effective	Effective	Effective
	2	Ineffective	Developing	Developing	Developing	Developing
	1	Ineffective	Ineffective	Developing	Developing	Developing
		1	2	3	4	5

Classroom Academic Growth

Classroom Evaluation (50%):			Classroom Academic Growth(50%):
The Classroom Evaluation score is derived from the summative score on the T-TESS Rubric, which domains include both observable and non-observable components.			Classroom academic growth is determined by using the following measures:
Rating	Performance Level	Index Score	100% Teacher's Final SLO Score
Improvement Needed	1.00 - 1.80	1	1 = 1 - 1.99
Developing	1.81 - 2.60	2	2 = 2 - 2.99
Proficient	2.61 - 3.40	3	3 = 3 - 3.99
Accomplished	3.41 - 4.20	4	4 = 4 - 4.74
Distinguished	4.21 - 5.00	5	5 = 4.75 - 5

Effectiveness Ratings

CLL

CLL Evaluation

4	Developing	Developing	Effective	Highly Effective	Highly Effective
3	Developing	Developing	Effective	Effective	Highly Effective
2	Ineffective	Developing	Effective	Effective	Effective
1	Ineffective	Ineffective	Developing	Developing	Developing
	1	2	3	4	5

School-wide Academic Growth

CLL Evaluation (50%)			School-wide Academic Growth (50%)
The CLL Evaluation score is derived from the summative score on the CLL Rubric.			School-wide academic growth is determined using the Campus SLO Score. The campus SLO score is based on the percent of teachers who receive a 3 or better on the final SLO score.
Rating	Performance Level	Index Score	100% Campus SLO Score
Needs Improvement	0.00 - 1.75	1	1 = 0 - .99%
Developing	1.76 - 2.50	2	2 = 1 - 24.99%
Proficient	2.51 - 3.25	3	3 = 25 - 49.99%
Distinguished	3.26 - 4.00	4	4 = 50 - 74.99%
			5 ≥ 75%

Effectiveness Ratings

Principal Evaluation	T-PESS					
	5	Developing	Developing	Effective	Highly Effective	Highly Effective
	4	Developing	Developing	Effective	Effective	Highly Effective
	3	Developing	Developing	Effective	Effective	Effective
	2	Ineffective	Developing	Developing	Developing	Developing
	1	Ineffective	Ineffective	Developing	Developing	Developing
	1	2	3	4	5	

School-wide Academic Growth

Principal Evaluation (50%)			School-wide Academic Growth (50%)
The Principal Evaluation score is derived from the summative score on the T-PESS Evaluation System Rubric.			School-wide academic growth is determined using the Campus SLO Score. The campus SLO score is based on the percent of teachers who receive a 3 or better on the final SLO score.
Rating	Performance Level	Index Score	
Improvement Needed	1.00 - 1.80	1	100% Campus SLO Score
Developing	1.81 - 2.60	2	1 = 0 - .99%
Proficient	2.61 - 3.40	3	2 = 1 - 24.99%
Accomplished	3.41 - 4.20	4	3 = 25 - 49.99%
Distinguished	4.21 - 5.00	5	4 = 50 - 74.99%
			5 ≥ 75%

Policies and Procedures

Evaluation Eligibility:

Those personnel eligible for incentives include only the following, and do not include any additional staff or part time personnel.

- **Teacher** - Certified classroom instructor designated by the Human Capital Management Department as a teacher in GISD. In addition, this role is defined as an individual whose main responsibility is the instruction and care of students, and is assigned a Gradebook in the district's SIS to manage the students assigned to them. This also includes Special Education co-teachers.
- **CLL** (Collaborative Learning Leader) - A CLL must be designated a Collaborative Learning Leader by Human Capital Management Department.
- **Campus Administrator**- Defined as working on a campus and is designated as a principal, assistant principal, Principal in Residence or Director for Learning Communities by Human Capital Management Department.

Incomplete Evaluations:

- Eligible staff who do not complete all processes by the deadlines will lose their eligibility status including receiving an effectiveness rating.

Appeal Process:

- All appeals will be submitted to the Office of Special Initiatives and discussed with the District SLO committee. Notification of results will be sent to the appealing employee within 10 business days once the entire appeal process has been completed.

Contact Information:

- Login and Access Assistance: Eric Mueller
- Technical Assistance: Eric Mueller
- Policy and Program Questions: Dr. Annette Scott
- Appeals: Dr. Alan Ellinger



Recruiting, Retaining, and Rewarding High Quality Educators

Strategies

Research

Developing more robust, targeted, and multi-tier screening tools for selecting and hiring effective educators increases access to effective educators (Rockoff et al., 2011) and reduces educator attrition rates (Ingersoll & Strong, 2011; Rockoff et al., 2011; Goldhaber, Grout, & Huntington-Klein, 2014).

Hargreaves and Fullan (2012) address three types of capital in their book: human, social, and decisional.

- **Human:** Individual talent in which you have a clear understanding of the content you teach, students and families you serve, and desire to continue to grow.
- **Social:** Collective capacity in which collaboration is expected and necessary in ongoing learning communities.
- **Decisional:** Experiences in familiar and unfamiliar situations that allow opportunities to practice, to seek others' opinions, and to deepen your knowledge or skillset to make informed decisions based on evidence.

It is TxCEE's desire to assist the partner districts in modifying existing PBCSs to ensure they are identifying and rewarding the top talent, yet sustainable. It can take more time and planning up front to embed educator effectiveness rewards into a salary structure. However, once in place, alternative salary structures can help districts build a more feasible long-term solution (Milanowski, 2014).

Best Practices

Districts align human resource (HR) systems with sustainable practices to attract and retain effective educators at the lowest achieving schools. These practices include:

- Implementing highly systematic recruitment, retention and rewards strategies.
- Incorporating recruitment, retention and rewards into many aspects of the district's HCMS (e.g., district's interview protocols align with evaluation rubrics, district uses rigorous screening tools to identify effective educators, district has sustainable, performance-based compensation salary structures that serves as alternative to traditional step and lane structures).
- Ensuring recruitment, retention and rewards strategies are consistent across the district.
- Formally monitoring recruitment, retention and rewards strategy implementation and outcomes.

Strategies

Hiring and Selection

TEEM will expand these recruitment and selection strategies by also developing rigorous screening and interview tools to assist districts in identifying effective educators. TEEM will equip partner districts with key attributes to look for in recruiting and selecting candidates.

TxCEE has developed a Hiring Guidebook that provides detailed guidance on recruiting, selecting candidates, interviewing, and hiring high-quality applicants. The Guidebook is available to district staff.

Districts may also work with TASB on providing training on hiring and interviewing to improve their selection and hiring process. HR Services at 1-800-580-7782 or HRServices@tasb.org can help you identify the appropriate workshop for your district.

Performance Based Compensation System (PBCS)

Galveston ISD has chosen the following PBCS structures for the 2019-2020 school year.

Teachers and CLLs

Eligibility Criteria: Highly Effective Rating

Component	Compensation	
	4	5
Classroom Evaluation	\$500	\$625
Classroom Academic Growth	\$500	\$625
Campus Measure	\$250	

Teachers and CLLs with highly effective ratings will be eligible for the stipends listed above for a score of 4 or 5 on the classroom evaluation and classroom academic growth. These stipends will be paid in the summer.

Campus Measure

Highly effective teachers, CLLs, and principals will also be eligible for an additional compensation based on a rating of Exceeds Expectations in six of the nine criteria in the School Performance Framework. The framework covers:

- student achievement – At least 50% of students scored at “Meets or Masters” on STAAR in grades 4-10 or at the 50th NPR on Iowa for grades 1-3.
- student growth – At least 60% of students scored “Meets or Exceeds” on STAAR progress in grades 4-10 or had more than one year’s growth on Iowa for grades 1-3.
- educator effectiveness – 95% or more of teachers who earn ratings of proficient or higher on the T-TESS observation protocol
- educator effectiveness – 95% or more of campus administrators who earn ratings of proficient or higher on the T-PESS observation protocol
- educator effectiveness – 95% or more of eligible teachers who earn ratings of 3 or above on their student learning objective
- student attendance – 95% or more of students who attain 95% attendance
- discipline - 95% or more students with zero classroom removals
- student in-year completion – 95% or more of students who completed a full school year
- teacher year on year return – 95% or more of teachers who return to teach at the campus the following year

Stipends for the campus measure will be paid after the School Performance Framework has been calculated and reported to TxCEE by GISD.

Principals

Eligibility Criteria: Highly Effective Rating

Component	Compensation	
	4	5
Evaluation	\$1,750	\$2,500
Campus Academic Growth	\$1,750	\$2,500
Campus Measure	\$1,000	

Principals with highly effective ratings will be eligible for the stipends listed above for a score of 4 or 5 on the evaluation and campus academic growth. These stipends will be paid in the summer.

Strategies

Partnership with TASB

GISD also works with TASB on market analysis and recruitment incentives to provide competitive salaries and recruit to high needs schools.

GISD -UHCL Partnership

GISD has a strong partnership with the University of Houston Clear Lake that helps prepare students to become teachers and provides opportunities to build the teacher pipeline. Through this partnership, the hope is to build alignment between the educator prep, support, and evaluation to increase the pool of effective teachers, teacher leaders, and principals. This may include expanding the GATER program to earlier grades, providing training to UHCL staff on T-TESS and SLOs so student teachers can receive effectiveness ratings, and incentivizing effective and highly effective teachers to pursue a Master's Degree or Master Teacher's certificate.



Policies and Procedures

Galveston ISD Policies

Eligible Positions for TEEM Performance Pay

- Principals and assistant principals must meet all certification requirements and be the “principal of record” or “assistant principal of record” for an assigned campus. This includes the two Community Directors at Ball High School and the Principals in Residence at Rosenberg Elementary.
- Teachers - teacher of record at an assigned campus who is responsible for the planning and delivery of lessons to GISD students. This includes Special Education co-teachers.
- CLL - Collaborative Learning Leaders who are selected to this position for the 2019-2020 school year.

Participation Requirements

1. Teachers must be full time employees evaluated by campus administrators where serving students.
2. Participants must be employed in the assigned campus position by the end of the first six weeks of the 2019-2020 school year, which is September 27, 2019.
3. Participants must be employed in an eligible position through the last day of school. Teachers who resign or retire during the year will not have a complete appraisal; therefore, will not be eligible for any teacher incentive.
4. Participants must complete all verification processes by the published dates.
5. Employees who take leave of absence during the eligibility period (e.g. temporary disability, but not family medical leave) are not eligible to participate in the TEEM PBCS.
6. Participants must not miss more than 10 instructional days during the year. The following types of leave will be held harmless:

- Military Leave
- Family Medical Leave
- Assault Leave
- Jury Duty
- Holidays

However, participants must complete at least 2 formal observation to retain their eligibility.

7. For a participant who transfers from an eligible position to a non-eligible position during the eligibility period, that participant will not be eligible for an award.
8. Participants must have certification for the position in which they function to be eligible for that category.
9. Participants must complete all observations and other requirements as defined in the Comprehensive Annual Appraisal Process.

GISD TEEM PBCS Rules

1. In order to receive an award, teachers and administrators must receive a rating of highly effective for performance.
2. Teachers and administrators must be in good standing at the time of payment. An employee under investigation or reassigned pending investigation is not eligible for an incentive until he or she is cleared of any allegation. If confirmation of inappropriate employee behavior is the outcome of the investigation, the employee loses the opportunity to receive an incentive payment. Additionally, employees who retire in lieu of termination are not eligible to receive an incentive.
3. If employees meet all of the eligibility requirements for an award, they must be teaching in the District at the time the incentive awards are paid unless they retired through TRS prior to the payout of the awards. It is the responsibility of the retired employee to

Policies and Procedures

provide the district with current contact information and a 457 form so that the award payment can be processed. The impact of leave such as FMLA/ Bereavement will be determined by the District SLO team.

4. Since the PBCS is intended to be a retention incentive, staff members who leave over the summer will not be eligible for any payouts.
5. Principals Only: If any testing improprieties are reported and confirmed or otherwise substantiated at the campus that shed a negative light on the school and the district, the principal will be ineligible to receive an incentive.
6. Classroom level growth ratings for teachers are calculated using a student learning objective (SLO)

growth methodology.

7. Principals growth ratings are calculated using the Campus SLO score that is based on the percent of teachers who receive a three or higher on their SLO final score.
8. Teachers should also make sure that they follow the T-TESS process and ensure that their appraiser has completed all required observations in order to qualify for an incentive.
9. Teachers should note that T-TESS ratings are not appealable at the time incentives are awarded.



Family, Community, and Educator Involvement

Strategies

Research

Family, community, and educator involvement is an essential strategy for improving student outcomes in districts (Weiss, Lopez, & Rosenberg, 2010). Research on school reform in Chicago concluded that leadership, instructional guidance, teacher professional capacity, school climate, and parent, school, and community ties work together to transform low-performing schools (Weiss, Lopez, & Rosenberg, 2010). To be effective, family and community engagement must be systemic, integrated, and sustained throughout the district and schools (Weiss, Lopez, & Rosenberg, 2010). These engagements are a shared responsibility between schools and districts with the family and community and should be a continuous process throughout a student's journey through the system (Weiss, Lopez, & Rosenberg, 2010).

Best Practices

District involves educators, parents, institutions of higher education, and other community members in actively improving their learning environment. Specifically:

- District systematically engages family, community and educator stakeholder groups and these activities inform many aspects of the district's HCMS (e.g., educators provide input on a variety of HCMS activities, community partnerships support teaching and learning).
- District formally monitors family, community and educator stakeholder engagement.
- Family, community and educator engagement is consistent across the district.

Strategies

Stakeholder meetings

Interview and Focus Groups

Sharing Results

Galveston ISD staff and school board members engage and build strong partnerships with community stakeholders, including parent/family groups (PTO/PTA), universities, and civic, religious, and business organizations. These outreach efforts are systematically implemented and monitored.

Family and community engagement is a part of the district's strategic plan, and community feedback informs district goals and activities.

The district has provided professional development for campus staff related to family and community outreach, including teaming and communication skills.

The district dedicates staff and resources to family and community engagement through its F.A.C.E (Family And Community Engagement) department. This department leads family and community outreach efforts, and monitors those efforts via a community survey and focus groups. An advisory board also provides oversight and input for the department.

Family and community partnerships inform and support teaching and learning in GISD.

Community feedback informs critical district decisions. For instance, community input gathered via district-led focus groups informed GISD's middle school reconfiguration.

Community resources are leveraged to support teaching and learning.

- Various organizations provide financial support to GISD schools.

Strategies

- In partnership with Texas A&M Galveston, the district developed a tutoring program where college students receive work study funds to serve as tutors on GISD campuses. The district screens and vets potential tutors.
- University of Texas Medical Branch funded a “fab lab” at Ball High
- The district’s “Mystery Reader” program has family and community volunteers read to students at GISD schools.

Principals feel supported by both district staff and the community.

- Principals reported feeling supported and engaged by district-level staff. District leaders frequently seek principals’ input, and principals have wide latitude in making decisions that affect their campus.
- The district’s family engagement specialist meets with principals, to help identify community resources that can be leveraged to meet school needs. Principals reported that they receive quite a bit of family and community support.



Leadership Pipelines

Strategies

Research

Prestine (1993) noted three factors for principals to consider when thinking about school restructuring: sharing leadership, facilitating, and participating.

Increasingly, research has found that school leaders have an impact on student achievement as well (Bryk et al., 2010). In fact, among school related factors, school leadership is second only to teaching in its influence on student learning (Leithwood et al., 2004). Strong campus leadership is also critical to teacher retention. Novice teachers cite lack of professional and administrative support as a primary reason for leaving the profession. In addition to high teacher turnover, high principal turnover has been linked to low student achievement and is common in high-need, hard-to-staff schools (Headden, 2014).

“Transformational school leadership requires both a fundamental belief that better outcomes are possible and an extraordinary combination of skills. Those skills can only be developed through a mix of on-the-job experience, high-quality training and strong mentorship. School systems need to move toward a model that provides all three.

Nothing is more important to leadership development than a rich set of real-world management experiences. In our work across education and numerous other sectors, we consistently see the majority of leadership development coming through opportunities to actively lead other adults in a day-to-day role. The Center for Creative Leadership developed the 70-20-10 model—70% of development should consist of on-the-job experience, 20% from coaching and feedback, and 10% from classroom training” (Bierly & Shy, 2013).

Best Practices

Districts implement processes for identifying, recruiting, selecting, placing, supporting, evaluating, and retaining high quality principals. Specifically:

- District has a strategic leadership pipeline that promotes the recruitment, identification and selection of the most promising internal and external candidates for leadership positions.
- District has a strategic leadership pipeline and it is incorporated into many aspects of the district’s HCMS (e.g., evaluation data inform selection of leadership candidates and HR decisions for current leaders, leadership candidates receive training on teacher evaluation, etc.).
- District formally monitors leadership pipeline implementation and outcomes.
- Leadership opportunities are consistent across district.



Appendix

TEEM Stakeholder Engagement Group

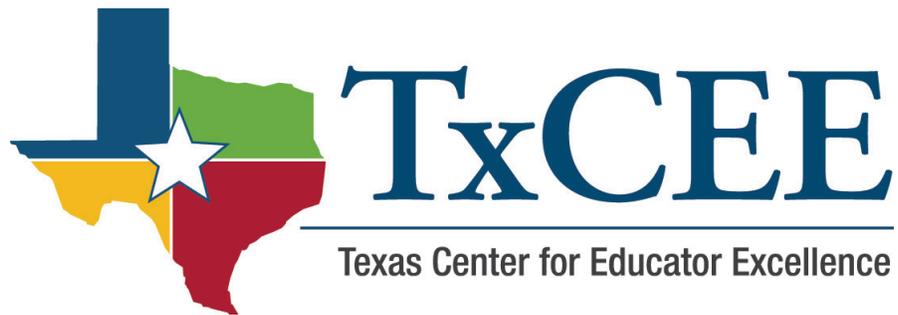
- Dr. Annette Scott- Assistant Superintendent of Curriculum & Instruction
- Dyann Polzin- Chief Human Resources, Student Services, & Communications Officer
- Dr. Keri Launius- Executive Director for Professional Learning & Staff Development
- Dr. Alan Ellinger- Director of Instructional Resources & Special Initiatives
- Cheryl Rutledge- Principal, AIM College and Career Prep
- Craig Meyer- Teacher, AIM College and Career Prep
- Matt Neighbors- Principal, Austin Middle School
- Deona Guajardo- Teacher, Austin Middle School
- Joseph Pillar- Principal, Ball High School
- Dr. Julia Ramirez- Director BioMed/STEM Communities, Ball High School
- Roderick Blake- Teacher, Ball High School
- Lindsay Haney- Teacher, Ball High School
- Sheryl Stewart- Teacher, Collegiate Academy
- Deborah Riley- Teacher, Crenshaw School of Environmental Studies
- Ana Benavides- Teacher, Morgan Elementary School
- Alice Prets- Principal, Oppe Elementary School
- Janet Mack- Teacher, Oppe Elementary School
- Dee Shelton- CLL, Parker Elementary School
- Sara Smart- Teacher, Parker Elementary School
- Cathy VanNess- Principal, Rosenberg Elementary School
- Raeann Andres- Teacher, Rosenberg Elementary School

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