

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

(REGULATION) DNA

APPRAISAL SYSTEM The formal appraisal of all District teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS).

GENERAL REQUIREMENTS The District shall establish an appraisal calendar each year and provide the calendar to teachers within the first three weeks of the first day of instruction.

Components of the appraisal system shall ensure that teachers receive appropriate guidance and feedback and may include, but are not limited to, self-assessment, formal and informal observations, classroom walk-throughs, student learning indicators, and conferences. The appraisal process shall produce a written document to be presented to the teacher, signed by the teacher and supervisor, and maintained in the district appraisal portal and the campus personnel file.

Teachers shall be appraised annually on the T-TESS full appraisal cycle, except those teachers who are eligible, and have been approved, for the less than annual appraisal cycle outlined below [LESS THAN FULL ANNUAL EVALUATIONS].

To be eligible for less-than-full appraisal cycle under the T-TESS, a teacher shall:

**LESS THAN FULL
APPRAISAL
CYCLE -
ELIGIBILITY**

1. Agree to less-than-full appraisal cycle in writing;
2. Be employed on an educator term or continuing contract or be on the second year of a probationary contract;
3. Hold SBEC certification;
4. Have been employed by the District for at least two years;
5. Have a summative rating of at least proficient in at least 9 out of 16 dimensions on the teacher's most recent full summative appraisal; and
6. Have served at the current campus for at least one year.

Eligible teachers desiring to participate in the less than full appraisal cycle must annually complete a full appraisal cycle waiver form. If approved to participate in the less than full annual appraisal cycle, eligible teachers must:

1. Complete T-TESS Appraisal System orientation and Goal-Setting and Professional Development Plan process training.
2. Create a Goal-Setting and Professional Development Plan for the current year with one to three goals, which include

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specific timelines, identified data that will be collected as evidence of goal attainment and professional learning to be obtained and implemented.

3. Participate in the End-of-Year Conference and set preliminary goals for the following school year.

LESS THAN
FULL
ANNUAL
FREQUENCY

Eligible teachers approved to participate in the less than full annual appraisal cycle shall be appraised under the full appraisal cycle every third year.

During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that a walk-through and/or a formal observation be conducted by providing written notice to the other party.

Additionally, eligible teachers may be placed back on the full appraisal cycle if the appraiser has documentation showing performance deficiencies.

FULL APPRAISAL
CYCLE

In the years that a teacher is not eligible for a less than full appraisal cycle, the District shall conduct a full appraisal cycle in accordance with the T-TESS appraisal system, this Regulation, and the Spring Branch ISD Appraisal Framework.

CRITERIA

As part of the full appraisal cycle, each teacher shall be appraised on the following domains and dimensions of the T-TESS rubric:

1. Domain I. Planning, which includes the following dimensions:
 - (A) standards and alignment;
 - (B) data and assessment;
 - (C) knowledge of students;
 - (d) activities.
2. Domain II. Instruction, which includes the following dimensions:
 - (A) achieving expectations;
 - (B) content knowledge and expertise;
 - (C) communication;
 - (D) differentiation; and
 - (E) monitor and adjust.
3. Domain III. Learning Environment, which includes the following dimensions:

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- (A) classroom environment, routines, and procedures
 - (B) managing student behavior; and
 - (C) classroom culture.
4. Domain IV. Professional Practices and Responsibilities
- (A) professional demeanor and ethics;
 - (B) goal setting;
 - (C) professional development; and
 - (DS) school community involvement.

The evaluation of each of the dimensions shall consider all data gathered in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-conferences, observations, post-conferences, end-of-year conferences, the Goal Setting and Professional Development Plan, and other documented sources.

REQUIRED
COMPONENTS

The statutorily required components of a teacher appraisal system are implementation of discipline management procedures and the performance of teachers' students. The implementation of discipline management procedures is the teacher's pedagogical practices that produce student engagement and establish the learning environment.

The performance of teachers' students is how the individual teacher's students' progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by one or more of the following student growth measures:

1. student learning objectives;
2. student portfolios;
3. pre- and post-test results on district-level assessments; or
4. value-added data based on student state assessment results.

In accordance with the waiver granted by the Texas Commissioner of Education, beginning with the 2017-2018 school year, student performance measures will be piloted at 6 District campuses for a select group of teachers. For the 2017-2018 school year, these measures shall be used for informational purposes only and shall not affect a teacher's appraisal rating. Beginning with the 2018-2019 school year, student performance measures shall be fully integrated into the full appraisal cycle for teachers.

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APPRAISERS

A certified appraiser will appraise each teacher. Certified appraisers include principals, assistant principals, central office staff administrators and other T-TESS certified individuals chosen by the principal for teachers who have signed the Administrator Appraisal Waiver Form. Non-administrators must meet the following criteria to be eligible to perform appraisals under T-TESS at Spring Branch ISD.

1. Has completed or is currently enrolled in an administrator certification program.
2. Holds a certification for Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advanced Educational Leadership (AEL).
3. Is T-TESS certified, having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination (recertifying annually).
4. Has submitted proof of T-TESS certification to Human Resources.
5. Is a member of the campus instructional leadership team.
6. Has been recommended to Human Resources by their building principal.

The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the Board.

TEACHER
ORIENTATION

Principal-led T-TESS orientation shall be conducted during the August campus professional development days. T-TESS orientation shall be required when:

1. the teacher is new to the district;
2. the teacher has never been appraised under the T-TESS; or
3. district policy regarding teacher appraisal has changed since the last time the teacher was provided with an orientation to the T-TESS.

The teacher orientation shall include all state and local appraisal policies and the local appraisal calendar. The orientation shall be sufficient in length to allow teachers to actively participate in discussions and to ask questions.

GOAL SETTING &
PROFESSIONAL
DEVELOPMENT

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

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 the appraiser will schedule an in-person, goal-setting conference with the teacher. 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 to determine whether 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.

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.

Teachers and appraisers should refer to the Spring Branch ISD Appraisal Framework for a more complete discussion of the Goal-Setting and Professional Development Plan process.

OBSERVATIONS & WALKTHROUGHS

One formal observation is required for the full appraisal cycle and shall be scheduled within a ten-workday window. The observation will be for an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction, unless the teacher and appraiser agree in writing that the required minimum of 45 minutes may be conducted in shorter segments that aggregate to at least 45 minutes. A post-observation conference shall be conducted within 10 workdays after the completion of an observation. The written report includes a rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and refinement; and can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher. Two, 10 to 15 minute, walkthroughs are required for the full appraisal cycle.

Additional observations and walkthroughs require a written summary. If the data gathered during the additional observation or walkthrough will impact the teacher's summative appraisal ratings,

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the written summary shall be shared within 10 workdays, after the completion of the observation or walkthrough. Additional formal observations do require a post-conference. Pre and post-conferences are not required for walkthroughs.

PRE-
CONFERENCES

Teachers in the first year of appraisal under T-TESS or for teachers new to the district are required to conference with the Appraisal Supervisor prior to submitting the Goal-Setting and Professional Development Plan

Pre-Conferences are recommended for formal observations and recommended for formative reviews for teachers in the first year of T-TESS or for teachers new to the district or campus.

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. During the pre-conference, teachers are expected to reflect on the rubric and lesson to identify areas of refinement/reinforcement and how it relates to their goals and Professional Development Plan. The pre-conference also provides the teacher an opportunity to demonstrate his or her knowledge and skills for the planning domain and its correlating dimensions.

POST-
OBSERVATION
CONFERENCES

Post-observation conferences must be conducted within 10 workdays after the completion of a required observation.

The overall purpose of the post-observation 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. Post-conferences should be diagnostic and prescriptive in nature, identifying areas of Reinforcement and Refinement (R&R) goals set.

Additionally, post-observation conferences should allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement.

SUMMATIVE ANNUAL
APPRAISAL REPORT
AND END-OF-YEAR
CONFERENCES

A written summative annual appraisal report shall be shared with the teacher no later than 15 working days before the last day of instruction. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year by both the teacher and the Appraisal Supervisor; the teacher's efforts as they pertain to Domain IV; the results of the performance of the teachers' students; and the attainment of goals and professional development plan.

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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.

Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within 10 working days of the certified appraiser's knowledge of the occurrence. Any third party information from a source other than the certified appraiser that the certified appraiser wishes to include in the cumulative data shall be verified and documented by the certified appraiser.

The written summative annual report will be maintained Eduphoria Appraise and a copy kept in the campus personnel file. Cases where the certified appraiser is not an administrator on the campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the End of Year Conference.

PRELIMINARY GOAL
SETTING AND
PLANNING FOR THE
FOLLOWING
SCHOOL YEAR

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.

TEACHER
RESPONSE &
APPEALS

A teacher may submit a written response or rebuttal to the Appraisal Supervisor and to the Principal.

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, and III, as identified in 19 TAC 150.1002(a), 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 submit a written response or rebuttal.

SECOND APPRAISAL

A teacher may submit a written request to the Appraisal Supervisor for a second appraisal. Any request must be submitted within ten workdays of receiving the written observation summary in Domains I, II, and III or for Domain IV after receiving a written summative annual appraisal report, in which the teacher disagrees.

A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal report for the ratings in Domains I-III, if those ratings are based entirely

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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.

The principal must submit a copy of the teacher's written request for a second appraiser to Human Resources within five working days.

Human Resources will appoint a certified appraiser within ten working days to conduct the second observation.

The second appraiser shall conduct one observation for at least 45 minutes 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 will schedule a post observation conference. During the conference the second appraiser will review the findings with the teacher, Appraisal Supervisor and/or Principal. If the second appraisal was requested based on written observation summary in Domains I, II, and III, it will become part of the cumulative data used by the Appraisal Supervisor for the end-of-year Conference. If the second appraisal was requested on Domain IV after receiving a written summative annual appraisal report, the Appraisal Supervisor will determine if the data reported by the second appraiser requires revisions to Domain IV. If revisions are needed, the Appraisal Supervisor shall provide the teacher with a written annual summative report and will conference with the teacher to review the report. The second appraiser assigned by the district may schedule the formal observation within a ten-workday window; however the ten-workday window is not required.

GRIEVANCES

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

EMPLOYMENT
DECISIONS

Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract at the end of the contract term. [See DFAB (LEGAL)]

When relevant to decisions regarding term contracts, written evaluations of a teacher's performance, as documented to date, and any other information the administration deems appropriate will be considered in decisions affecting contract status.