

AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT



2023-2024

Human Resources

Teacher Incentive Allotment
T-TESS / SLOs / T-PESS
Leadership Academy
July 25, 2023



Welcome Back!

BROWNSVILLE ISD

HUMAN RESOURCE DEPARTMENT

Need a faster response? **Need help now?**

Need more information? **Still have questions?**

Please e-mail us at:
HRassist@bisd.us

You will get all the answers you need and fast!



Dr. Norma Linda Gallegos
Chief Human Resources Officer




Electronic Copies

- Today's Agenda
- Today's Handouts
- Refresher Presentations

bit.ly/3XJ74n7

AGENDA

BISD Leadership Academy
Human Resources – TIA / T-TESS / SLO
July 25, 2023 – Veterans Memorial ECIS

WELCOME

Dr. Norma Linda Gallegos,
BISD Chief Human Resources Officer

01

2023-2024 TIA Updates

Emiliano Camarillo, BISD TIA Coordinator

02

- Refresher
- 2023-2024 TIA Handbook
- Teacher Score Cards
- Preliminary 2022 Submission Data

T-TESS

Goal-Setting & Professional Development

03

- Calendar / Deadlines
- Calibration Exercises
- Refresher: T-TESS / GSPD For Teachers
2nd Appraisals
- Updated Scoring Method
- Walkthrough Documentation

SLOs

- Refresher: SLO Process for Teachers
Calendar Deadlines
Updates to Semester Courses
2023-2024 Focus: Areas of Refinement
Target Setting
Assessments
- Site Visits (Scheduling)

04

T-PESS

- Calendar / Deadlines
- Goal Setting Expectations
- Refresher: Rubric
- Eduphoria Reminders

05

QUESTIONS?

Emiliano Camarillo
E-Mail: ecamarillo@bisd.us

06

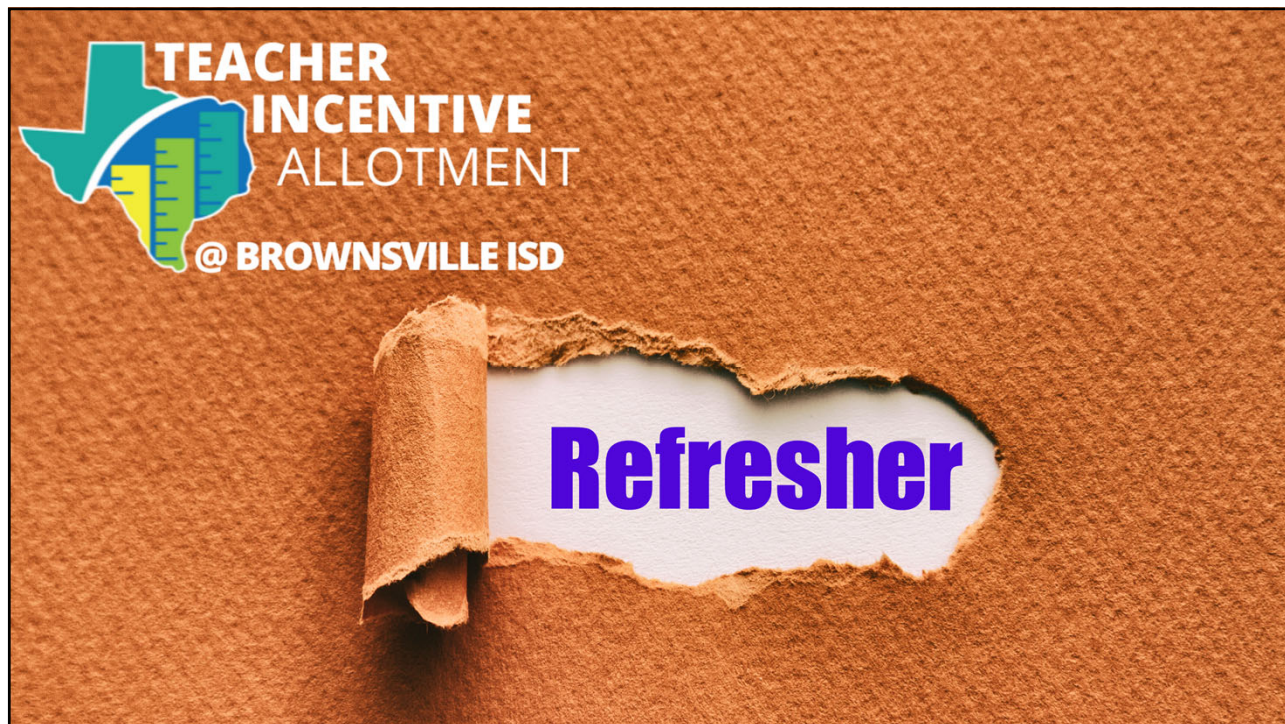
The logo for Teacher Incentive Allocation (TIA) features a stylized 'T' and 'A' in blue and green, with the text 'TEACHER INCENTIVE ALLOCATION' to the right.

The logo for T-TESS features a blue star with a white outline, followed by the text 'T-TESS' in blue.

The logo for Student Learning Objectives (SLO) features a stylized 'S' and 'O' in blue and orange, with the text 'STUDENT LEARNING OBJECTIVES' to the right.

The logo for the Texas Principal Evaluation & Support System (TPESS) features a stylized 'T' and 'P' in blue and orange, with the text 'TEXAS PRINCIPAL EVALUATION & SUPPORT SYSTEM' to the right.





TEACHER INCENTIVE ALLOTMENT

- Established by the 86th Texas Legislature under House Bill 3
- The goal is to provide a way for teachers to earn a six-figure salary!
- Prioritizes Rural / High-Needs Campuses
- It is a three-tiered system in which a teacher can generate money at three different levels.







Allotment: \$3,000–\$9,000

Allotment: \$6,000–\$18,000

Allotment: \$12,000–\$32,000


- There are two ways in which a teacher can earn a distinction:
National Board Certification - Recognized Level or
Local Designation System - Cohort D.


2023-2024													
  Texas Teacher Evaluation & Support System	  STUDENT LEARNING OBJECTIVES												
<p>1. A teacher needs to score a 3 (proficient) or hire in every T-TESS Dimension.</p> <p>2. Average of Domains 2/3 (Subject to Texas Tech Validation Process)</p> <table border="0"> <tr> <td>Recognized</td> <td>3.7* or Top 33%</td> </tr> <tr> <td>Exemplary</td> <td>3.9* or Top 15%</td> </tr> <tr> <td>Master</td> <td>4.5* or Top 5%</td> </tr> </table> <p>*Cut points are subject to change</p>	Recognized	3.7* or Top 33%	Exemplary	3.9* or Top 15%	Master	4.5* or Top 5%	<p>The Sum of Met and Exceeded Expectation. (Subject to Texas Tech Validation Process)</p> <table border="0"> <tr> <td>Recognized</td> <td>55%* or Top 33%</td> </tr> <tr> <td>Exemplary</td> <td>60%* or Top 15%</td> </tr> <tr> <td>Master</td> <td>70%* or Top 5%</td> </tr> </table> <p>*Cut points are subject to change</p>	Recognized	55%* or Top 33%	Exemplary	60%* or Top 15%	Master	70%* or Top 5%
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Exemplary	60%* or Top 15%												
Master	70%* or Top 5%												

Two-Year Cycle

Year 1


Data Capture Year





Year 2

Data Submission Year



A teacher must be employed with the same district for two consecutive years.

BISD Cohort D Data History

Data Capture Year	Who is eligible?	Data Submission	Validation Results
2021-2022	<u>All Teachers</u> SLO/T-TESS	October 2022	February 2023 DENIED
2022-2023	<u>All Teachers</u> SLO/T-TESS	October 2023	February 2024 REVIEW
2023-2024	<u>All Teachers</u> SLO/T-TESS	October 2024	February 2025
2024-2025	TBD	TBD	TBD

New for 2023-2024

- Overview of TIA
- Designations
- Eligibility Requirements
- Eligible Campuses
- TEA Standards of Performance
- BISD Cohort D Designation System
 - TTESS Point System
 - SLO Point System
- Teacher Score Cards
- BISD Spending Plan
- Payouts/Fringes

AN EARLY COLLEGE DISTRICT

BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT

DRAFT SUMMER 2023

TEACHER INCENTIVE ALLOTMENT



TIA HANDBOOK

New for 2023-2024

BROWNSVILLE ISD
TEACHER INCENTIVE ALLOTMENT
TEACHER SCORE CARD

Teacher Name: FANTASTIC TEACHER
 ID: 111111
 2021-2022 School: BISD Early College High School


T-TESS Rating (Number 1-5)		T-TESS CUT POINTS		SLO CUT POINTS	
Distinguished = 5		Observation	Average of T-TESS Domains 2&3	Growth Standard Group	% of Student Meeting or Exceeding Growth Target
Accomplished = 4		Recognized*	3.7	Recognized	55%
Proficient = 3		Exemplary*	3.9	Exemplary	60%
Developing = 2		Master**	4.5	Master	70%
Needs Improvement = 1		*All T-TESS Domains must be at a 3 (Proficient)			

Thresholds (MUST BE YES ON ALL 3 THRESHOLDS)
 Check #1 (Proficient or better on all T-TESS Domains): YES
 Check #2 (Met Minimum Cut Point for T-TESS): YES
 Check #3 (Met Minimum Cut Point for SLO): YES

T-TESS Weight - 80%			SLO Weight - 20%		
Domain	Rating	Score	SLO Growth	% of Students	
1.1	Proficient	3	% Did Not Meet:	45	
1.2	Proficient	3	% Expected Growth	35	55 SUM
1.3	Accomplished	4	% Exceeded Growth	20	
1.4	Proficient	3			
2.1	Accomplished	4			
2.2	Accomplished	4			
2.3	Accomplished	4			
2.4	Proficient	3			
2.5	Accomplished	4			
3.1	Accomplished	4			
3.2	Accomplished	4			
3.3	Proficient	3			
4.1	Proficient	3			
4.2	Proficient	3			
4.3	Proficient	3			
4.4	Accomplished	4			
Total T-TESS Points		37.5/50 = 75% out of 80pts	Total SLO Points		
T-TESS Points - 60			55/100 = 55% out of 100pts		
SLO Points - 11					
TOTAL POINTS 71					
PROPOSED DESIGNATION: RECOGNIZED					

Cut Points for Designation			
Designation	Group	Cut Points of T-TESS (Add)	Cut Points of SLOs (Equal)
Recognized	100%	37.5	55
Exemplary	90%	40.5	60
Master	80%	45	70

- Will go out to the campuses 8/28/23 with video instructions
- Teachers will double check their 2022-2023 Data and sign off on accuracy of data to be submitted
- Principals/Designee will be tasked with gathering signatures and proposed corrections
- Will be due back to the TIA Office by 9/6/2023
- Teachers will be shown their proposed designation
- Avoid grievances of incorrect data submitted.



2022-2023 PRELIMINARY DESIGNATION DATA REVIEW

BISD TEACHER INCENTIVE ALLOTMENT




Table 3.
Step Two Verification Scores

Domain	Check	Possible Points	Results	Score	Weight	Score × Weight
A. Correlation between teacher observation ratings and student growth ratings	C1	0-3	$r = 0.07$	0	× 6	0

2021-2022

Overall Correlation

0.077

0 Points

Overall Correlation

2022-2023

Overall Correlation

0.111

1 Point

X 6 (Weight)

TOTAL

6 Points

Table 3.
Step Two Verification Scores

Domain	Check	Possible Points	Results	Score	Weight	Score × Weight
D. Comparison of district designation percentage to statewide performance standards	C8	0-3	26 %	0	× 1	0
	C9	0-3	99 %	3	× 1	3

2021-2022

Score

99%

3 Points

26%

0 Points

Statewide Standards

STUDENT
LEARNING
OBJECTIVES

2022-2023

SCORE

99%

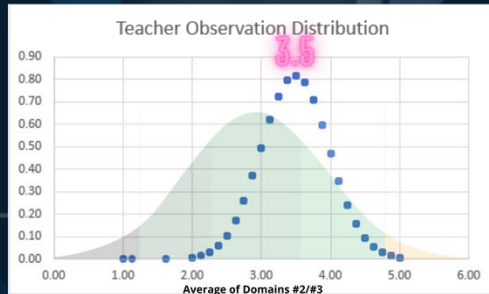
3 Points

65%

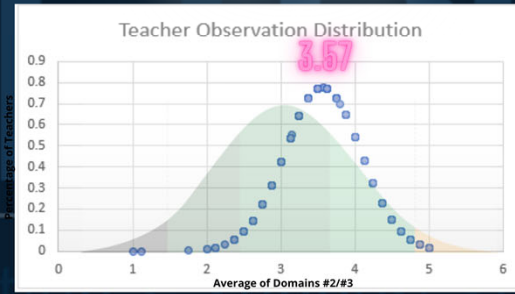
2 Points

T-TESS VISUAL COMPARISON

2021-2022

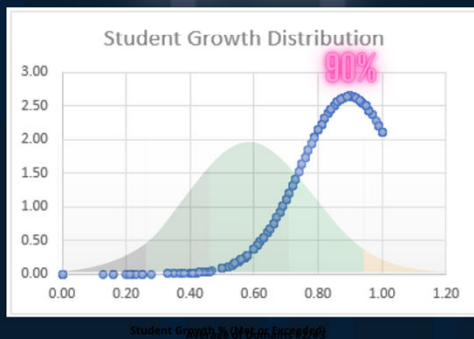


2022-2023

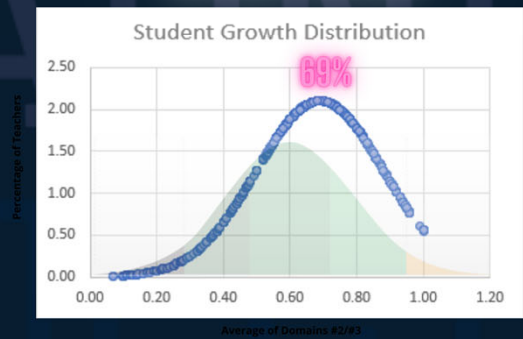


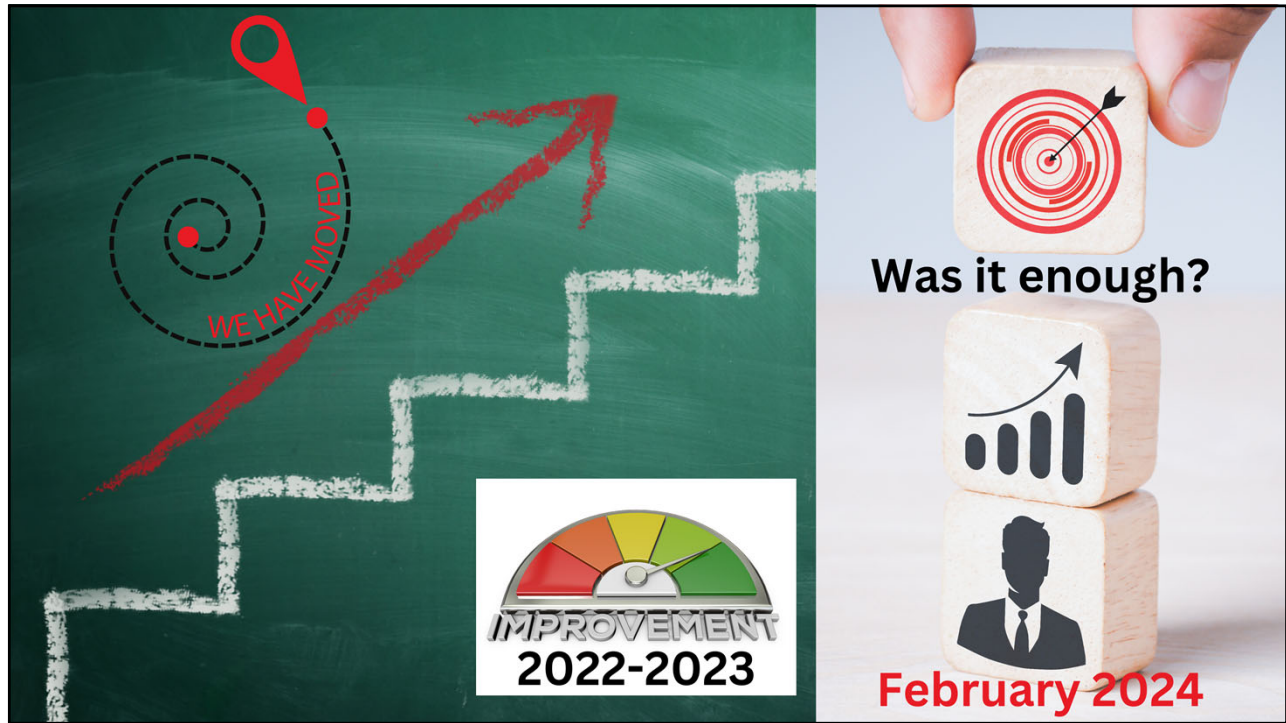
SLO VISUAL COMPARISON

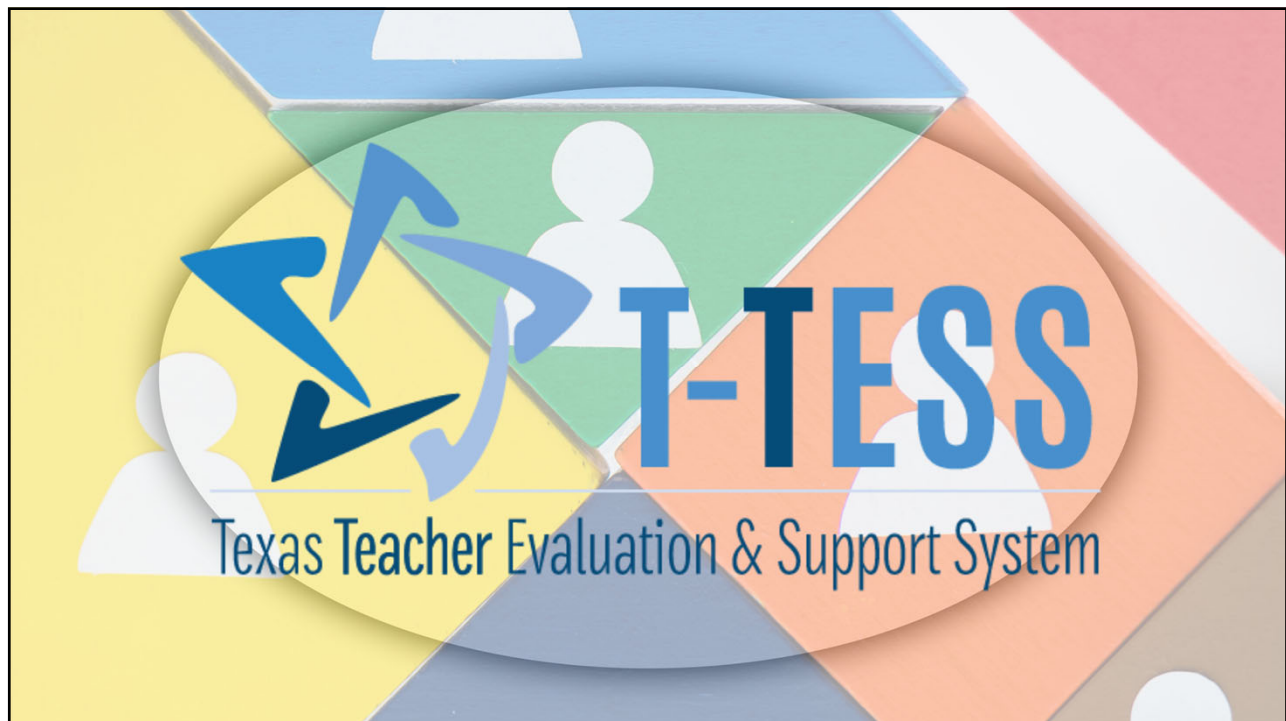
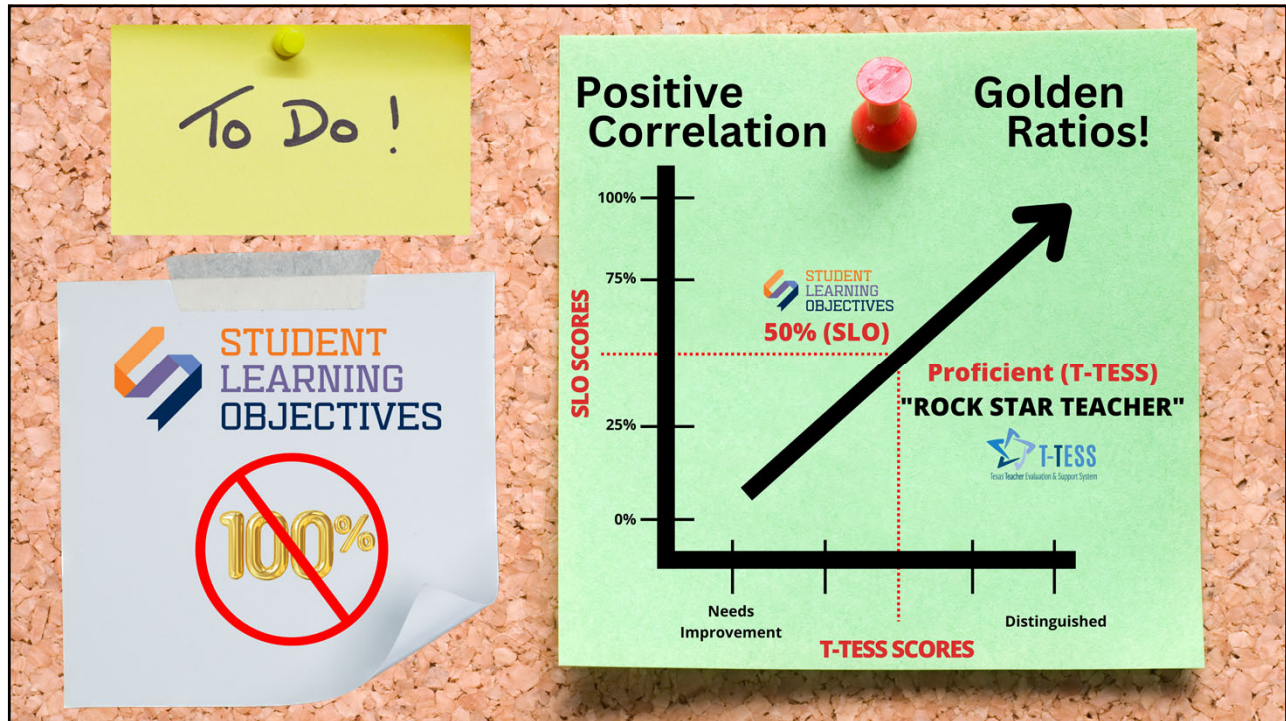
2021-2022



2022-2023







REMINDER


The formal observation should take place in the same course used to create the SLO.

For Elementary

If a teacher's SLO is written using Math TEKS, then the appraiser should observe a teacher's math lesson.

For Secondary

If a teacher has multiple preps, then the appraiser should observe the teacher while they teach the course associated with the SLO.

<i>Deadline</i>	 <p align="center">Brownsville Independent School District Human Resources Department 2023-2024 Texas Teacher Evaluation and Support System (T-TESS) Calendar</p>	
	August 14, 2023 – May 30, 2024	Walkthroughs may be conducted and cumulative data may be obtained on any day and at any time throughout the school year. Any documentation that would affect a teacher's score shall be shared with the teacher within 10 working days.
	September 3, 2023	Goal-Setting and Professional Development Plan (GSPD) Beginning-of-Year Conference
	September 6, 2023	Formal Evaluations begin for all teachers. <i>All teachers shall be evaluated by February 28, 2024. Teachers hired after this date will be evaluated as soon as possible before the end of the appraisal period.</i>
	September 8, 2023	Student Learning Objective (SLO) due to appraiser on Strive/Eduphoria
	October 13, 2023	SLO Approved in Strive/Eduphoria by Appraiser
	January 9 – January 31, 2024	GSPD/SLO Mid-Year Conference
	April 8 – May 3, 2024	GSPD/SLO End-of-Year Conference
	April 18, 2024	Last day to present written Observation Summary
	May 3, 2024	Last day to present written Summative Annual Appraisal Report
	NOTE: A teacher may request a second observation within ten working days after the observation post conference.	
	May 29, 2024	Teacher Summative Annual Appraisal Reports submitted to the Human Resources Department (T-TESS Evaluation Roster, T-TESS Observation Rubrics, T-TESS Summative and BISS SLO Rating Rubrics) via TalentEd

**2023-2024
T-TESS
Calibration**



AN EARLY COLLEGE DISTRICT
BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT



T-TESS
Texas Teacher Evaluation & Support System

1st Six Weeks August 14 – September 22, 2023

TASK: As an administrative team, complete the following steps:

- 1) [Download and print the blank observation forms](#)
- 2) Watch 1 NIET TTESS calibration video of your choice <https://www.teachfortexas.org/Views/Resources>
- 3) Score Domains 2 & 3 individually
- 4) Calibrate within your administrative team and discuss your ratings
- 5) Compare your team's scores to the NIET Evidence Rating Sheet found with video

Fill Out the following Google Form as Documentation of Completion: <https://forms.gle/PCNUQvgh4ZNpHplu9>

2nd Six Weeks September 25 - November 3, 2023

TASK: As an administrative team, complete the following steps:

- 1) [Download and print the blank observation forms](#)
- 2) Conduct 1 (15 min.) campus walkthrough together
- 3) Score Domains 2 & 3 individually
- 4) Discuss the following: Ratings/Rationale (evidence observed) for each dimension

Fill Out the following Google Form as Documentation of Completion: <https://forms.gle/7dV1hZkTiubnqA077>

TASK: As an elementary or secondary team of 2 or more administrators, complete the following steps:

- 1) [Download and print the blank observation forms](#)
- 2) Conduct 1 (15 min.) cluster or district walkthrough together
- 3) Score Domains 2 & 3 individually
- 4) Discuss the following: Ratings/Rationale (evidence observed) for each dimension

Fill Out the following Google Form as Documentation of Completion: <https://forms.gle/K3w7ntpWNHsIJ52Qj9>

Campus Administration:

Note: Administrative Team Walkthroughs or Informal Observations will be done for calibration practice purposes and shall not be used towards the evaluation of teachers.

Calibration

It is the responsibility of the campus to provide the initial / yearly refresher training on:

1.T-TESS

2. Goal Setting and Professional Development (GSPD Plan)

3. Student Learning Objective

HR provides a courtesy training to all new teachers in the Fall and Spring; however, the campus administration must train their own personnel if the HR training is not attended or unavailable.

HR has provided a sample presentation that you may use when providing the training to campus staff members.

REFRESHER

Use the T-TESS Rubric !

- Use the descriptors in the Distinguished, Accomplished, Proficient Column of the T-TESS Rubric to help you pick and formulate a goal.
- Use the SMART goal-setting writing strategy to turn the descriptor into a **s**pecific, **m**easurable, **a**ctionable, **r**elevant, and **t**ime-bound goal.
- Example: A teacher's area of refinement is Communication (2.3 – the third dimension of domain 2)

T-TESS Dimension

INSTRUCTION DIMENSION 2.3 Communication

Distinguished	Accomplished	Proficient
The Teacher <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Uses possible student misunderstandings or strategic points in lessons to highlight misconceptions and engage exploration and discovery. Provides explanations that are clear and coherent and use verbal and written communication that is clear and correct. Asks questions of the students, evaluative and/or analysis levels that focus on the objectives of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skillfully provides and guides discussion to engage students and engage student-led learning of meaningful and challenging content. 	The Teacher <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and use verbal and written communication that is clear and correct. Asks questions of the students, evaluative and/or analysis levels that focus on the objectives of the lesson and provide thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	The Teacher <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Recognizes student misunderstandings and responds with a variety of teaching techniques to clarify concepts. Provides explanations that are clear and coherent and use verbal and written communication that is clear and correct. Asks questions, understand and apply level questions that focus on the objectives of the lesson and provide discussion. Uses probing questions to clarify and elaborate learning.

T-TESS Dimension

The Teacher

- Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.

Newly Formulated Goal

I will implement and use 1 new classroom practice each semester that encourages all students to communicate more effectively, with the use of technology, with the teacher and their peers.

SMART Strategy

Specifics	What do you want to accomplish? Who, What, Where, When, Which, Why
Measurable	How will you demonstrate and evaluate the extent to which the goal has been met?
Ambitious Attainable Actionable	How can you set or stretch challenging goals within your own ability to achieve the desired outcome? What is the action-oriented verb?
Relevant	How does the goal tie into your key responsibilities? How is it aligned to your objective? Is it aligned to best practices and research and/or district/campus/team priorities?
Time-Bound	Does it have a clear end or target date with intermittent benchmarks to guide your goal to a successful and timely completion? Deadlines, Dates, Frequency, Etc.

NEW!

helpful tips

2nd Appraisal Reminder

• Faculty Handbook

In accordance with 19 Administrative Code 150.1004, a teacher may request a second appraiser within ten working days of receiving a written observation summary or a written summative annual appraisal report. If a teacher requests a second appraisal, the following guidelines will be implemented:

- The teacher will request in writing a second appraisal to the campus principal and the Human Resources Department.
- The Human Resources Department will select a second appraiser from within the school, cluster, or district.
- The rating of the primary and second appraiser will be averaged for each Dimension in Domains I, II, III and/or Domain IV. The following scale will be applied to the T-TESS ratings: Distinguished = 5; Accomplished = 4; Proficient = 3; Developing = 2; and Improvement Needed = 1.

Updated Scoring Method



• Align to updated T-TESS Rating Process

• Align to TIA Guidelines

Master	Exemplary	Recognized
<p>Example: 3 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real world scenarios. <p>AND</p> <p>Up to 2 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>Example: 4 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. <p>AND</p> <p>Up to 1 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<p>Example: 2 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. <p>AND</p> <p>Up to 3 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

Updated Scoring Method

Before, the appraiser would start by looking for evidence to fulfill all of the descriptors in the Proficient column.

If the teacher did not meet all the requirements, then the score would move down/up until all descriptors in the column are met.

Now, appraisers will use a preponderance of evidence to assign a rating.

In what column (Accomplished, Proficient, Developing) does a majority of the evidence show that teacher is meeting most of the descriptors? Not all indicators need to be met.

BEFORE: Must meet ALL indicators in a performance column.

INSTRUCTION DIMENSION 2.1 Achieving Expectations				
The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.

Rating: Proficient

Preponderance of Evidence: This teacher shows evidence that a majority of descriptors met fall under ...

INSTRUCTION DIMENSION 2.1 Achieving Expectations				
The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides opportunities for students to explore high quality content and social-emotional experiences for themselves. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.

Rating: Accomplished







What was intended...

The teacher steering committee that developed the T-TESS rubric wanted to ensure that this rubric was a growth tool. In order for that to occur, the ceiling (Distinguished) had to be a very lofty measure that captured what all teachers strive toward but very few teachers consistently attain.



Walkthrough Documentation

Starting August 4th there will only be two forms available.

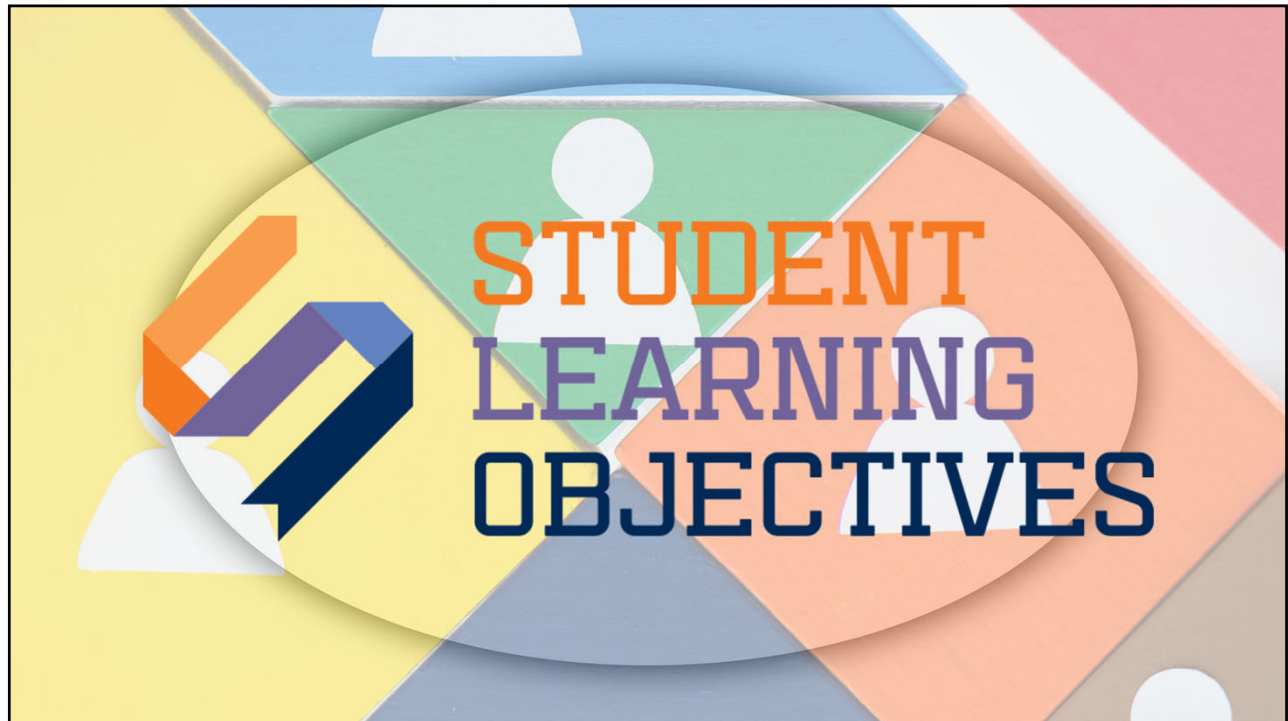
The two options:

"Appraiser - BISD Informal Observation Feedback Form"

"Non-Appraiser - BISD Informal Observation Feedback Form"

This will be the summative process of using walkthroughs to adjust the final summative rating easier at the end of the T-TESS process.

Reminder: Use as much or as little of the form as you need to, but do add ratings (i.e. Proficient).



2023-2024 SLO Calendars

A calendar of deadlines have been provided for year-long courses and semester courses.

The calendar also lists the number of pieces of BOE due at each point in the SLO process.

Update!

2023-2024 SLO Timeline				
 BROWNSVILLE INDEPENDENT SCHOOL DISTRICT AN EARLY COLLEGE DISTRICT				
 STUDENT LEARNING OBJECTIVES				
2023-2024 SLO Timeline for Full-Year Courses				
Action Item	Documented In:	Who is Responsible?	Uploads Required In Strive:	Due Date/Deadline
Review / Correct the 2022-2023 SLO based on SLO success criteria or % of students who earned expected/exceeded goal last year or Create New SLO for 2023-2024.	SLO PDF Form	Teacher		Friday, September 1, 2023
Begin Administering/Collecting ISP Body of Evidence		Teacher		Tuesday, September 5, 2023
Create or "Copy to New Goal" SLO and Student Portfolio with ISP/TSP Rubrics in Eduphoria	Strive	Teacher	If using a new SLO, please upload a scan/copy of the of the 2023-2024 Texas SLO Form.	Friday, September 8, 2023
ISP Rating / TSP Rating Due	Strive/Milestone	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, September 29, 2023
SLO Administrator Approval in Strive	Strive	APPRAISER		Friday, October 13, 2023
2 nd Six Week Progress Check Due	Strive/Milestone	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, November 10, 2023
3 rd Six Week Progress Check Due	Strive/Milestone	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, December 22, 2023
MOY Conference (The administrator creates this documentation, not the teacher.)	Strive	APPRAISER		Wednesday, January 31, 2024
4 th Six Week Progress Check Due	Strive/Milestone	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Wednesday, February 28, 2024
5 th Six Weeks Progress Check Due	Strive/Milestone	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, March 28, 2024
EOY Rating Due Final Student Growth Score	Strive/Milestone	Teacher		Friday, April 5, 2024
Final SLO Rating Verified/Scored	Strive	APPRAISER		Begin Monday, April 8, 2024
EOY Conference - SLO/TTESS Summative (FINAL DAY for Meeting)	Strive	APPRAISER		Friday, May 3, 2024
T-TESS/SLO Printed Pages with Signatures Upload Due in Talent ED.	TalentED: Records	Principal		Friday, May 24, 2024

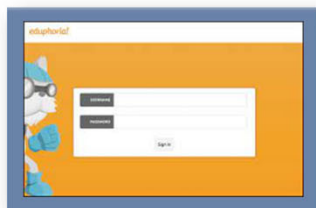


2023-2024 SLO Timeline for Semester Courses				
Action Item	Documented In:	Who is Responsible?	Uploads Required In Strive:	Due Date/Deadline
Review / Correct the 2022-2023 SLO based on SLO success criteria or % of students who earned expected/exceeded goal last year or Create New SLO for 2023-2024.	SLO PDF Form	Teacher		Friday, September 1, 2023
Begin Administering/Collecting ISP Body of Evidence		Teacher		Tuesday, September 5, 2023
Create or "Copy to New Goal" SLO and Student Portfolio with ISP/TSP Rubrics in Eduphoria	Strive	Teacher	If using a new SLO, please upload a scan/copy of the of the 2023-2024 Texas SLO Form.	Friday, September 8, 2023
FALL ISP Rating / TSP Rating Due	Strive/Milestone <small>Due this semester or previous semester only 1 time - Upload the SLO Milestone</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, September 29, 2023
SLO Administrator Approval	Strive	APPRAISER		Friday, October 13, 2023
Progress Check #1 Due (2 nd Six Weeks)	Strive/Milestone <small>Due this semester or previous semester only 1 time - Upload the SLO Milestone</small>	Teacher	2 TSPs pieces of evidence must be submitted for every SLO-tracked student.	Friday, November 10, 2023
MOY Conference <small>(The administrator creates this documentation, not the teacher.)</small>	Strive	APPRAISER		Friday, November 17, 2023
Progress Check #2 Due (3 rd Six Weeks)	Strive/Milestone <small>Due this semester or previous semester only 1 time - Upload the SLO Milestone</small>	Teacher	2 TSPs pieces of evidence must be submitted for every SLO-tracked student.	Friday, December 15, 2023
FALL EOY Rating Due Final FALL Student Growth Score	Strive/Milestone	Teacher		Friday, December 22, 2023
Add SPRING ROSTER to Student Portfolio	Strive	Teacher		Friday, January 12, 2024
Begin Administering/Collecting ISP Body of Evidence		Teacher		Monday, January 15, 2024
SPRING ISP Rating / TSP Rating Due	Strive/Milestone <small>Due this semester or previous semester only 1 time - Upload the SLO Milestone</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, January 26, 2024
Progress Check #1 Due (4 th Six Weeks)	Strive/Milestone <small>Due this semester or previous semester only 1 time - Upload the SLO Milestone</small>	Teacher	2 TSPs pieces of evidence must be submitted for every SLO-tracked student.	Wednesday, February 28, 2024
MOY Conference <small>(The administrator creates this documentation, not the teacher.)</small>	Strive	APPRAISER		Friday, March 8, 2024
Progress Check #2 Due (5 th Six Weeks)	Strive/Milestone <small>Due this semester or previous semester only 1 time - Upload the SLO Milestone</small>	Teacher	2 TSPs pieces of evidence must be submitted for every SLO-tracked student.	Friday, March 28, 2024
SPRING EOY Rating Due Final SPRING Student Growth Score	Strive/Milestone	Teacher		Friday, April 5, 2024
Final SLO Rating Verified/Scored	Strive	APPRAISER		Begin Monday, April 8, 2024
EOY Conference - SLO/TTESS Summative <small>(FINAL DAY for Meeting)</small>	Strive	APPRAISER		Friday, May 3, 2024

REMINDER: Required Milestones in Aware Student Portfolio (Full Year Courses)

These milestones should be created at the beginning of the year and should appear in the following order in the student portfolio:

Students	ISP	2nd Six Weeks PC	3rd Six Weeks PC	4th Six Weeks PC	5th Six Weeks PC	TSP	EOY
	●●○○○	●●○○○	●●○○○	●●○○○	●●●●●	●●○○○	●●○○○



- Initial Skill Profile (ISP)
- 2nd Six Weeks PC
- 3rd Six Weeks PC
- 4th Six-weeks PC
- 5th Six-Weeks PC
- Targeted Skill Profile (TSP)
- EOY Rating

Update!

Reminders for 2023-2024

Body of Evidence Requirements – Semester Courses

- One piece of evidence for the ISP and two pieces of evidence for every student in the SLO class must be uploaded for the: 1st and 2nd Progress Check.
(Names/Grades are not to be redacted)

FALL ISP Rating / TSP Rating Due	Strive/Milestone <small>(This may combine all pieces of evidence and 1 file - upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, September 29, 2023
SLO Administrator Approval	Strive	APPRAISER		Friday, October 13, 2023
Progress Check #1 Due (2 nd Six Weeks)	Strive/Milestone <small>(This may combine all pieces of evidence and 1 file - upload the file into SLO Evidence Section)</small>	Teacher	2 (two) pieces of evidence must be submitted for every SLO-tracked student.	Friday, November 10, 2023
MOY Conference <small>(The administrator creates this documentation, not the teacher.)</small>	Strive	APPRAISER		Friday, November 17, 2023
Progress Check #2 Due (3 rd Six Weeks)	Strive/Milestone <small>(This may combine all pieces of evidence and 1 file - upload the file into SLO Evidence Section)</small>	Teacher	2 (two) pieces of evidence must be submitted for every SLO-tracked student.	Friday, December 15, 2023
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Begin Administering/Collecting ISP Body of Evidence		Teacher		Monday, January 15, 2024
SPRING ISP Rating / TSP Rating Due	Strive/Milestone <small>(This may combine all pieces of evidence and 1 file - upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, January 26, 2024
Progress Check #1 Due (4 th Six Weeks)	Strive/Milestone <small>(This may combine all pieces of evidence and 1 file - upload the file into SLO Evidence Section)</small>	Teacher	2 (two) pieces of evidence must be submitted for every SLO-tracked student.	Wednesday, February 28, 2024
MOY Conference <small>(The administrator creates this documentation, not the teacher.)</small>	Strive	APPRAISER		Friday, March 8, 2024
Progress Check #2 Due (5 th Six Weeks)	Strive/Milestone <small>(This may combine all pieces of evidence and 1 file - upload the file into SLO Evidence Section)</small>	Teacher	2 (two) pieces of evidence must be submitted for every SLO-tracked student.	Friday, March 28, 2024

Update!

NEW! Required Milestones in Eduphoria Student Portfolio (Semester Courses)

Starting in the 2023-2024 SY, Semester Courses will only create one SLO for both the fall and spring courses. In addition, only one student portfolio will be constructed as well. This is due to an update made by Eduphoria that the teachers will find helpful.

This one portfolio will be used for both the fall and spring! As always, specific instructions will be made available.

Student Portfolio

- Initial Skill Profile (ISP)
- 1st Progress Check
- 2nd Progress Check
- Targeted Skill Profile (TSP)
- EOY Rating

Update!

Reminders for 2023-2024

Body of Evidence Requirements – Full Year Courses

- One to two pieces of evidence for every student in the SLO class sample must be uploaded for the: ISP, 2nd, 3rd, 4th, and 5th milestone when the ratings are entered. (Names/Grades are not to be redacted)

ISP Rating / TSP Rating Due	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.
SLO Administrator Approval in Strive	Strive	APPRAISER	
2 nd Six Week Progress Check Due	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.
3 rd Six Week Progress Check Due	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.
MOY Conference <small>(The administrator creates this documentation, not the teacher.)</small>	Strive	APPRAISER	
4 th Six Week Progress Check Due	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.
5 th Six Weeks Progress Check Due	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.

Update!

Reminders for 2023-2024

Body of Evidence Requirements – Semester Courses

- One piece of evidence for the ISP and two pieces of evidence for every student in the SLO class must be uploaded for the: 1st and 2nd Progress Check. (Names/Grades are not to be redacted)

FALL ISP Rating / TSP Rating Due	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	1-2 pieces of evidence must be submitted for every SLO-tracked student.	Friday, September 29, 2023
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Progress Check #1 Due (4 th Six Weeks)	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	2 (two) pieces of evidence must be submitted for every SLO-tracked student.	Wednesday, February 28, 2024
MOY Conference <small>(The administrator creates this documentation, not the teacher.)</small>	Strive	APPRAISER		Friday, March 8, 2024
Progress Check #2 Due (5 th Six Weeks)	Strive/Milestone <small>(You may combine all pieces of evidence into 1 file – Upload the file into SLO Evidence Section)</small>	Teacher	2 (two) pieces of evidence must be submitted for every SLO-tracked student.	Friday, March 28, 2024

Update!

FOCUS for 2023-2024: Refinement

If possible, use the same SLO from the previous year but re-evaluate and refine the elements and the process

Use the SLO Success Criteria

SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
<ol style="list-style-type: none"> 1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth

Areas of Refinement

- Set higher Targeted Skill Profile Level
- Create assessments that better align to the needs of the rubric and challenge every student.

Update!

Moving beyond compliance...

~~100% Expected/Exceeded~~

Student Growth
Expected Growth
Expected Growth
Exceeded Growth
Exceeded Growth
Expected Growth
Expected Growth
Exceeded Growth
Exceeded Growth
Exceeded Growth
Exceeded Growth

Areas of Refinement

- Set higher Targeted Skill Profile Level

Normalize and expect the following....

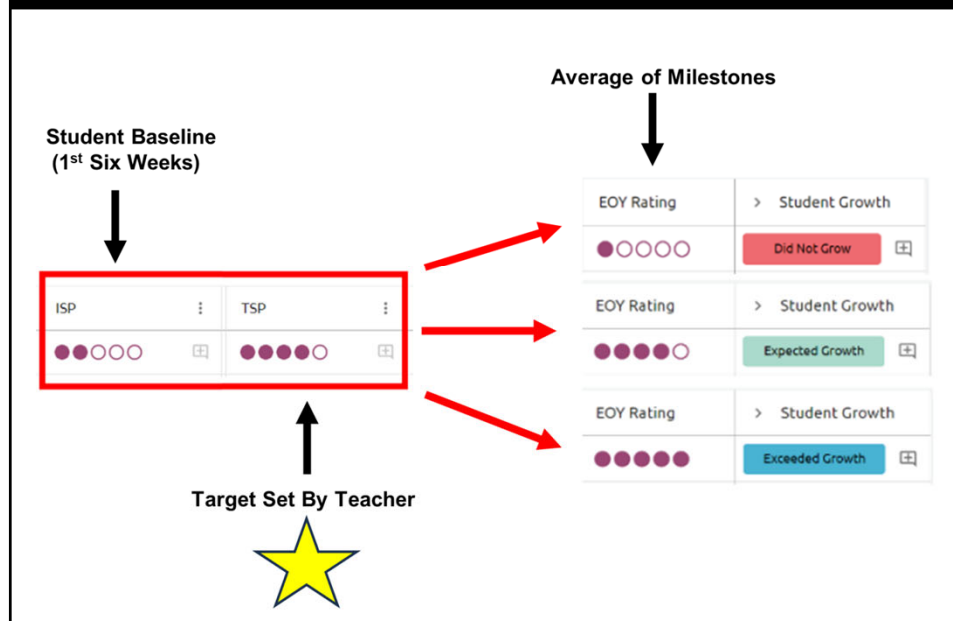
Do not penalize for having a sizeable number of students not meeting their targeted skill profile.

50% Did Not Grow
50% Expected/Exceeded

Student Growth
Did Not Grow
Expected Growth
Expected Growth
Did Not Grow
Expected Growth
Did Not Grow
Did Not Grow
Expected Growth
Exceeded Growth
Did Not Grow

Update!

Reminder of the process...



Update!

Refine: Creating Assessments

3rd Grade Math	Skill Statement: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.
Level	Expectations
Well above typical skill	Students can solve one and two step word problems using multiplication and division strategies and can generate their own word problems.
Above typical skill	Students can write the equation based on a word problem and use multiplication and division of two and three digit numbers in order to solve one and two step word problems, and can justify their answers without prompting.
Typical skill	Students can write the equation based on a word problem and use multiplication and division of two and three digit numbers in order to solve one and two step word problems. With assistance students can justify their strategies.
Below typical skill	Students can solve one and two step multiplication problems when given the equation, but struggle to create the equation based on the word problem.
Well below typical skill	Students can multiply two and three digit numbers with accuracy, but cannot solve one or two step word problems without assistance.

Create assessments that better align to the needs of the rubric and challenge every student.

Can a CPA address all the tiered skills mentioned by the rubric? Starting the 2nd six weeks?

Update!





EDUCATOR EFFECTIVENESS

CENTER FOR EXCELLENCE

REGION ONE EDUCATION SERVICE CENTER



**APPRAISERS ONLY
NEED TO REGISTER FOR
ONE SESSION**

! REMINDERS !

PARTICIPANTS MUST BRING:

- A FULLY-CHARGED LAPTOP

**REGISTRATION DEADLINE:
FRIDAY, JULY 28, 2023**

For more information
contact: **956-698-1258**

DAY 1 - July 31, 2023

CAB Room 220

8:30 am - 11:30 am - #13132
1:00 pm - 4:00 pm - #13133

DAY 2 - August 2, 2023

BISD Boardroom

8:30 am - 11:30 am - #13134
1:00 pm - 4:00 pm - #13135


**SLO Refinement Training:
Reviewing
Assessments for BOE**


Presented by: Elizabeth Palacios, Region 1 Specialist




**STUDENT
LEARNING
OBJECTIVES**





- **GRADE-LEVEL MEETINGS**
- **DEPARTMENT MEETINGS**
- **FULL FACULTY MEETINGS
(NOT AS EFFECTIVE FOR
FIXING SLOS)**




**E-MAIL
ECAMARILLO@BISD.US**



BACK TO SCHOOL

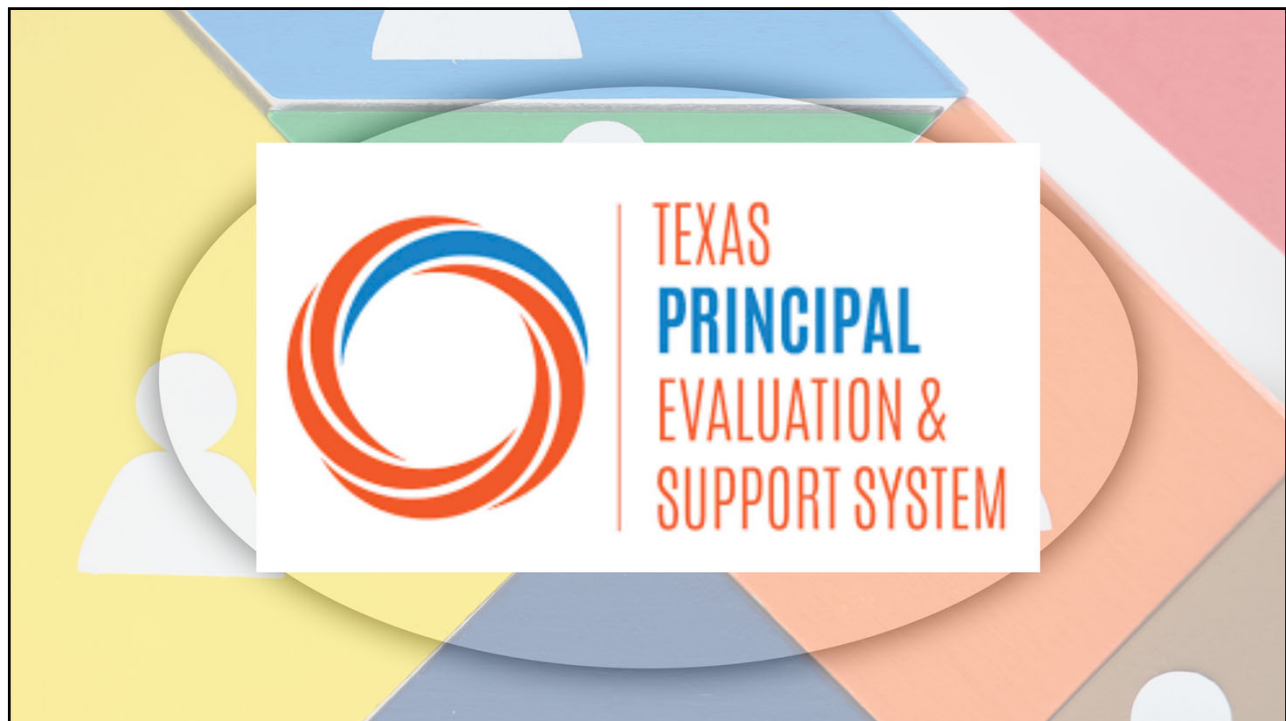
 **STUDENT
LEARNING
OBJECTIVES**


 **YouTube**

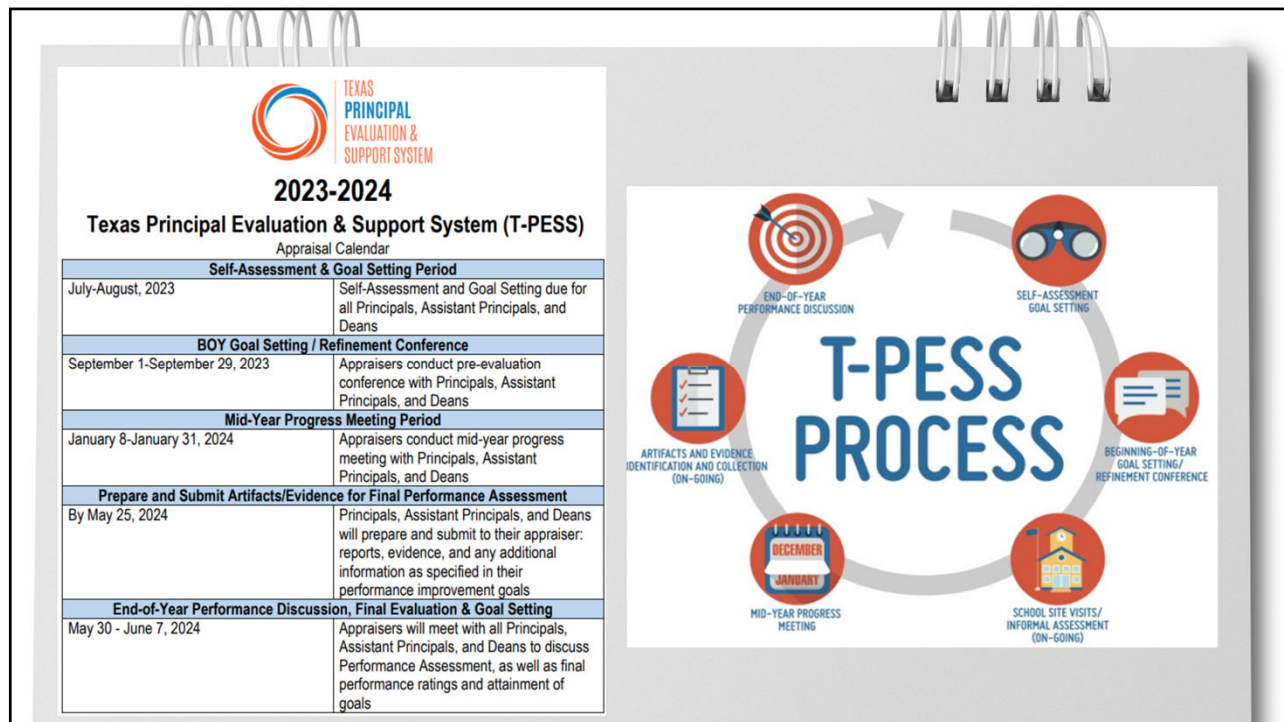
**HR
WEBSITE**

Part 1
**23-24
UPDATES**

Part 2
**SLO
REFRESHER**



 **TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM**




Two Goal - Expectations

Professional Practice Goal

A professional practice goal is selected by the principal after reviewing the Standards of the T-PESS Rubric.


Student Growth Goal


A student growth goal should consider root causes of student performance and identify an area to improve over time.



eduphoria!

Do not enter any goals until August 1st; anything before will be archived.






TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

T-PESS


- Principals
- Assistant Principals
- Deans of Instruction

**Refresher / Orientation
Training**

Brownsville ISD Leadership Academy
 July 25, 2023
 BISD Human Resources
 Updated April 1, 2022



Refresher Power Point Presentation




**TEACHER
INCENTIVE
ALLOTMENT**

THANK YOU

EMILIANO CAMARILLO
HR TIA COORDINATOR
956-698-1258
ECAMARILLO@BISD.US


BISD TIA WEBSITE
WWW.BISD.US
HUMAN RESOURCES



NO DARTY COLLEGE DISTRICT
BROWNSVILLE
 INDEPENDENT SCHOOL DISTRICT

About Students and Parents News and Events Join

Human Resources



The Human Resource Department is committed to providing high quality operations with integrity, responsiveness, and sensitivity to the community, and our students, by assessing their changing need: information and expertise while continuously improving Human Resources support the Brownsville ISD vision.

Employee Records - Use link below to view your Employee Record/File

- Sign electronic documents in your Tasks (Contract, Letter of Assurances Acknowledgement Form etc.)
- Available Forms (Certifications - upload certificate or license), Change of Personal Data Form, Notice of Resignation/Separation when resigning or retiring, Personnel File Request Form, Transcription Employment)

In This Section

- Home Page
- Forms
- Apply with BISD
- Substitutes
- Calendars and Events
- Campus Clearance
- Medical Information
- Compensation
- Evaluations
- Links
- Ombudsman/Mediation Process
- Teacher Incentive Allotment
- Staff
- COVID-19