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

TEACHER
APPRAISAL SYSTEM

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

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

The statutorily required components of teacher appraisal are defined as follows:

- (1) The **implementation of discipline management procedures** is the teacher's pedagogical practices that produce student engagement and establish the learning environment.
- (2) 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:
 - student learning objectives;
 - student portfolios;
 - pre- and post-test results on district-level assessments; or
 - value-added data based on student state assessment results.

Each teacher shall be appraised on the following **domains and dimensions** of the Texas Teacher Evaluation and Support System (T-TESS) rubric:

- o Domain I. Planning
 - Standards and alignment;
 - Data and assessment;
 - Knowledge of students; and
 - Activities.
- o Domain II. Instruction
 - Achieving expectations;
 - Content knowledge and expertise;
 - Communication;
 - Differentiation; and
 - Monitor and adjust.
- o Domain III. Learning Environment
 - Classroom environment, routines, and procedures;

- Managing student behavior; and
- Classroom culture.
- o Domain IV. Professional Practices and Responsibilities
 - Professional demeanor and ethics;
 - Goal setting;
 - Professional development; and
 - School community involvement.

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 process, and other documented sources.

Each teacher shall be evaluated on the 16 dimensions using the following categories:

- Distinguished;
- Accomplished;
- Proficient; (Note: Proficient is recognized as rock-solid or high performing teaching)
- Developing; and
- Improvement needed.

During the 2017-18 school year, each teacher appraisal in the identified pilot schools shall include the performance of teachers' students, as defined in §150.1001 (relating to General Provisions) as a part of the T-TESS process. This pilot is the result of a waiver agreement with the TEA. The results of the performance of the teachers' students during the pilot process will not be included in the teachers' official evaluation scores for 2017-18. Pilot campuses will include Caldwell ES, Highland Park ES, Pflugerville ES, Rowe Lane ES, Kelly Lane MS, Pflugerville MS, and Pflugerville HS.

During the 2017-18 school year, data and input will be gathered from teachers and administrators at the pilot campuses to determine the student growth measures to be used in PfISD. Campuses other than the identified pilot schools will use the T-TESS process during the 2017-18 school year without including the student performance measure process and with the performance of students not being formally scored on the evaluation.

Each teacher shall be evaluated on the performance of teachers' students using one of the terms:

- o Distinguished or well above expectations;
- o Accomplished or above expectations;
- o Proficient or at expectations;
- o Developing or below expectations; or
- o Improvement needed or well below expectations.

SELF-ASSESSMENT
AND GOAL SETTING

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

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

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

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

IMPLEMENTATION
OF GOALS

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

PRE-CONFERENCE

The purpose of a pre-conference is for the appraiser and teacher to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference will be conducted prior to an announced observation and may not be waived by the teacher or administrator.

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

FORMAL
OBSERVATION

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

Any teacher may request a **practice observation** prior to completing a formal evaluation. Practice observations will cover a minimum of 45 minutes of instruction. In the event of a practice evaluation, it must precede the announced observation. The practice observation will be an announced observation and may involve multiple evaluators for calibration purposes. All evaluators involved in the practice observation may participate in the pre and post conference(s).

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

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

Additional walk-throughs and observations will be conducted at the discretion of the certified appraiser. Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher's summative appraisal ratings, in which case the written summary shall be shared within 10 working days after the completion of the additional observation or walk-through.

NOTICE

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

The District will establish an **appraisal calendar** each year, and provide the calendar to teachers within the first three weeks of the school year. The appraisal calendar will exclude observations in the two weeks following T-TESS orientation; and indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction.

POST-CONFERENCE

Reviewed & Approved by Cabinet
08/03/2017

All observations will include an in-person post-conference within ten working days of the observation. Post conferences following each observation may not be waived.

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

A written report will be presented at the post conference only after a discussion of the areas for reinforcement and refinement, and may allow for, at the discretion of the appraiser, a revision to reinforcement or refinement based upon the post-conference.

After each formal lesson observation, the teacher who was observed will complete and submit a **self-evaluation** to the appraiser within two school days of the observation.

END-OF-YEAR CONFERENCE

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

The end-of-year conference will examine and discuss evidence related to the performance of teachers' students when available.

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

PRELIMINARY GOAL SETTING AND PLANNING FOR THE FOLLOWING SCHOOL YEAR

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

SUMMATIVE ANNUAL APPRAISAL REPORT

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

APPRAISER

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

Teachers are formally observed in classroom instruction by trained observers, including administrators and administrative interns, and may also include instructional coaches, or master coaches (teachers who are trained to evaluate performance and whose job description includes classroom observation responsibilities). Other campus instructional leaders may be involved in the T-TESS administrator training, but will not actually evaluate classroom teachers.

Before conducting an appraisal, an appraiser must be certified by satisfactorily completing the state-approved T-TESS appraiser training and passing the T-TESS certification examination and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advancing Educational Leadership (AEL) certification. Appraisers without ILT, ILD, or AEL certification before January 01, 2016 may not take ILT or ILD to satisfy this requirement. Periodic recertification and training shall be required.

SECOND APPRAISER

A teacher may request a second appraiser within ten working days of receiving a written observation summary or a written summative annual appraisal report.

A teacher may request a **second appraisal** at the following times:

- For Domains I, II, and III written observation summary with which the teacher disagrees; or
- For Domain IV and for the performance of teachers' students, after receiving a written summative annual appraisal report with which the teacher disagrees.

The second appraisal must be requested in writing to the campus principal within 10 working days of a written observation summary or written summative annual appraisal report. A teacher may not request a second appraisal for Domains I, II, and III if those ratings are based on observation summaries or documentation already received by the teacher which the teacher already had the opportunity to request a second appraisal.

A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

The second appraiser shall make observations and walk-throughs as necessary to evaluate 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 weighting of the second appraisal will be 40% with the primary appraisal weighting as 60%.

A list of certified T-TESS appraisers who will serve as second appraisers will be developed annually under the direction of the assistant superintendents with HR. The list will consist of principals and Central Office administrators certified as appraisers, and will be approved by the Board.

TEACHER RESPONSE
AND REBUTTAL

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

A teacher may submit a **written response or rebuttal** at the following times:

- For Domains I, II, and III after receiving a written observation summary or any other written documentation related to the ratings of those three domains; or
- For Domain IV and for the performance of teachers' students, after receiving written summative annual appraisal report.

A teacher may not submit a response or rebuttal to an annual appraisal report for Domains I, II, and III if those ratings are based entirely on observation summaries or documentation already received by the teacher which the teacher had the opportunity to submit a written response or rebuttal.

LESS-THAN-ANNUAL
APPRAISALS

In the school year 2017-18, all teachers will receive a full T-TESS appraisal. At the conclusion of the school year, the district may modify appraisal options and make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal in the previous year(s).

GRIEVANCES

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