

TEACHER	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 observation and walk-throughs, will be conducted as frequently as necessary to ensure that teachers receive appropriate guidance.
SELF-ASSESSMENT AND GOAL SETTING	The teacher self-assessment, goal setting, and professional development processes are all interwoven and applied throughout the school year to positively impact each teacher's professional practices and ultimately increase student performance. Each teacher will review data and reflect on his or her professional practice, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric. A teacher who is new to the District or who is in the first year of the appraisal process will receive an orientation and will be guided through the self-assessment and goal-setting process to establish a professional development plan. Within six weeks of completing the orientation, a Teacher who is new to the District or who is in the first year of the appraisal process will formulate targeted goals on the Teacher Self-Assessment and Goal-Setting Form and schedule an in-person goal-setting conference with his or her appraiser. After the conference, the teacher will submit his or her approved Goal-Setting and Professional Development Plan to the appraiser. A returning teacher will review the goal(s) and professional development plan established at the end-of-the year conference and student performance data to determine if changes are needed. The teacher will submit to the appraiser his or her approved Goal-Setting and Professional Development Plan within the first six weeks of the school year.

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

- One goal is required for the self-assessment and goal setting cycle, more than one goal is encouraged.

PRE-CONFERENCE The purpose of a pre-conference is for the appraiser and teacher to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference will be conducted within 10 days of an announced observation.

The pre-conference will provide the teacher an opportunity to demonstrate his or her knowledge and skills for the planning domain and its correlating dimensions. The conference is primarily focused on the upcoming observation and what the teacher has planned to ensure that the instructional objective(s) are met. At this time, the teacher should inform the appraiser of any extenuating circumstances which may affect the appraisal.

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

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

Each teacher may have additional observations or walk-throughs that provide actionable, timely feedback, which will allow the teacher to make efficient and contextual professional development choices to help refine practice. If data gathered during the

additional observation or walk-through will impact the teacher's summative appraisal rating, a written summary will be shared with the teacher within ten working days after the completion of the additional observation or walk-through.

NOTICE

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

The District will establish an appraisal calendar each year, and provide the calendar to teachers within the first three weeks of the school year.

The appraisal calendar shall exclude:

- The first six (6) weeks of instruction;
- The last instructional day before any official school holiday;
- The last fifteen (15) days of instruction.
- And any day deemed inappropriate by the local board of trustees.

**POST
CONFERENCE**

All observations will include an in-person post-conference within 10 working days of the observation.

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

END-OF-YEAR

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.

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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.

**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 10 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.

The teacher's Summative Annual Appraisal Report will consist of a performance rating of **DISTINGUISHED, ACCOMPLISHED, PROFICIENT, DEVELOPING, or IMPROVEMENT NEEDED** on each of the 16 Dimensions within **T-TESS**.

Each Dimension Score is independent and will not summed.

A plan for professional growth shall be prepared for any teacher receiving a Dimension rating of **Improvement Needed**

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.

Teacher Supervisor APPRAISERS include:

- The Campus Principal
- Elementary, Middle School and High School Assistant Principals

Other Appraisers include:

- Coordinator of Special Programs
- Secondary ELA/Social Studies Curriculum Coordinator
- Secondary Math/Science Curriculum Coordinator
- Director of Student Services/Special Education
- Director of Career and Technology
- Assistant Superintendent for Curriculum and Instruction

**SECOND
APPRAISAL**

A teacher may request a second appraiser within 10 working days of receiving a written observation summary or a written summative annual appraisal report. If a teacher requests a second appraisal by another District appraiser, the second appraiser will be determined in accordance with the following:

- The district will assign a second appraiser which may be another campus certified appraiser or another certified district appraiser.
- The second appraisal will be unannounced.

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- When a second appraisal is made, the second appraisal will be averaged with the first appraisal and the averaged score will constitute the teacher's scores for the appraisal period.
- For averaging purposes, the following numerical values will represent each dimension performance level:

Distinguished – 5

Accomplished -4

Proficient – 3

Developing – 2

Improvement needed -1

- Any dimension score that averages at a decimal of .5 or higher will be rounded up to the nearest whole number.

**TEACHER
RESPONSE AND
REBUTTAL**

A teacher may submit a written response or rebuttal with 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.

**LESS-THAN-
ANNUAL
APPRAISAL**

In accordance with DNA (LOCAL & LEGAL), certain teachers are eligible for less than annual appraisal. Teachers eligible for less than annual appraisals shall include those teachers who meet all of the following criteria:

- Are SBEC certified
- Are on an Educator Term contract

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- If the teacher agrees in writing to less than annual appraisals.
- And the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on 9 of the 16 dimensions identified in T-TESS and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent.

GRIEVANCES

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