A GLOBAL DISTRICT
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TADS UPDATE TRAINING FOR TEACHERS

2015 - 2016

OBJECTIVES

Instructional Practice Rubric

- Recognize the updates for 2015-16
- Distinguish the observable elements and sources of evidence
- Prioritize to sequence teacher learning

Coaching Development Tool

- Understand the purpose of the coaching development period
- Use tool to provide effective feedback to develop teachers
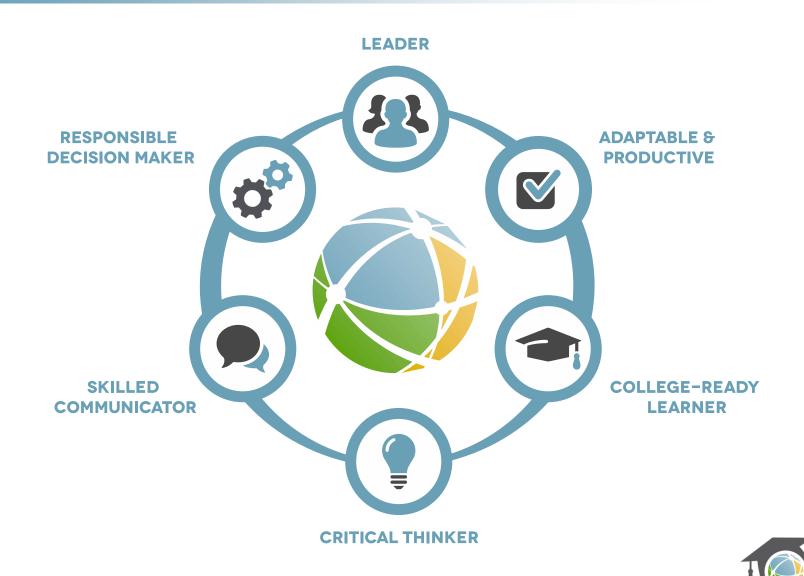
Student Performance Measures

- Understand changes to student performance measures and supports for success

THE HISD GLOBAL GRADUATE

At HISD, our goal is for every student to graduate ready for the world — possessing the characteristics they need to be successful in college and to compete in today's global workforce. Our ability to develop global graduates is dependent upon our ability to develop teachers and leaders with the skills they need to be effective. Outlined below are profiles for the HISD graduate, teacher, and leader. Each contains a list of competencies.
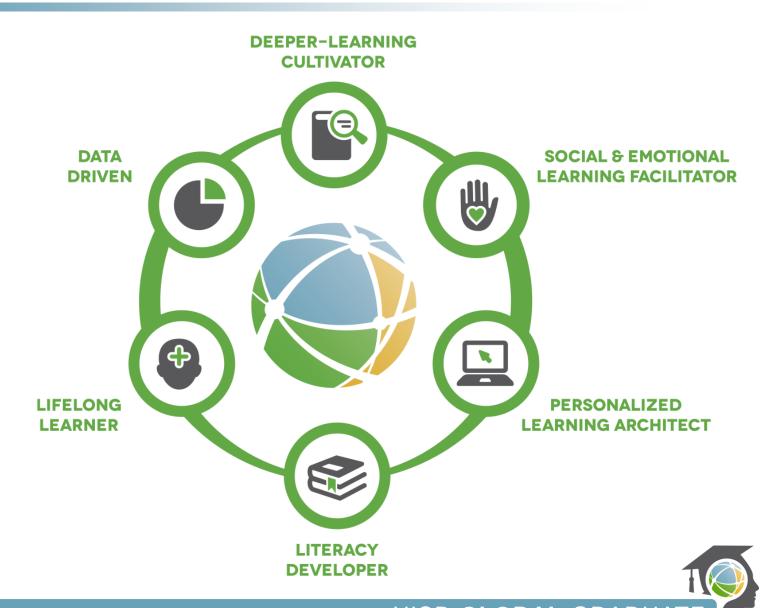
OUR GOAL IS FOR EVERY HISD STUDENT TO BE ...

LEADER

RESPONSIBLE DECISION MAKER

ADAPTABLE & PRODUCTIVE

SKILLED COMMUNICATOR

COLLEGE-READY LEARNER

CRITICAL THINKER

OUR GOAL IS FOR EVERY HISD LEADER TO BE …

VISIONARY

DATA DRIVEN

CULTURE DEVELOPER

LEADERSHIP TEAMS MANAGER

INSTRUCTIONAL PLANNING

OBSERVATION & FEEDBACK

OUR GOAL IS FOR EVERY HISD TEACHER TO BE …

DEEPER-LEARNING CULTIVATOR

SOCIAL & EMOTIONAL LEARNING FACILITATOR

DATA DRIVEN

PERSONALIZED LEARNING ARCHITECT

LIFELONG LEARNER

LITERACY DEVELOPER

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REVISIONS TO TADS INSTRUCTIONAL PRACTICE RUBRIC(IPR)

SY 15-16 IPR updates reflect current district priorities and best practices

- Honors the work teachers are already doing
- Shift in focus to Development

THEMES FOR UPDATES TO IPR

Creating an HISD Global Graduate

Opportunities for student collaboration and project based learning

Meaningful use of instructional technology

Teacher collaboration and peer support

Review the Enhanced Notes and Possible Sources of Evidence for each criterion

STUDENT COLLABORATION AND PBL

I-1; Level 3	I-4 Notes
• Students have opportunities to independently *or collaboratively* practice and demonstrate skills and knowledge	• Examples of instructional tasks requiring higher-level thinking skills may include… project-based learning with the incorporation of technology

PL-2, I-1, I-4, I-5

SUPPORTING AN HISD GLOBAL GRADUATE

COLLEGE AND CAREER READY

PL-1; Level 4	I-4 Notes
• Students understand that mastery of annual learning goals will lead them toward college and career readiness	• Students articulate that they are members of a global society and demonstrate flexibility and cross-cultural skills when interacting with peers

PL-1,3 & I-2,3,4,7,10 & PR-2,5,7

TEACHERS COLLABORATE AND SUPPORT THEIR PEERS

PR-5; Notes	PR-8	PR-9; Notes
• Examples… data action planning, and Professional Learning Communities (PLCs)	• Teacher initiates and solicits feedback from… *teacher leaders*	• Professional learning experiences may include… participation in Professional Learning Communities (PLCs)

INCORPORATING MEANINGFUL INSTRUCTIONAL TECHNOLOGY

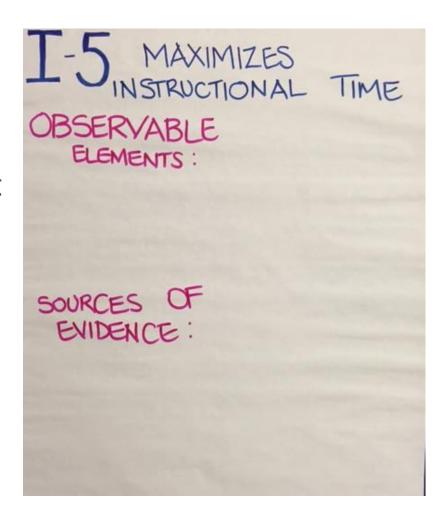| I-4; Level 3	I-5 Notes
• Students use online resources and/or instructional tools to research, gather, synthesize and create information.	• "High impact" instructional strategies… may also incorporate the use of technology. For example… using the HUB to post classroom logistics

PL-3, I-4, I-5, I-7

- IPR is holistic, not a checklist
- IPR focus on quality
- Provides a district-wide standard: Level 3
- Level 4 is an advanced skill that requires student ownership in the learning process

Teachers and appraisers work together to identify expectations *before* instruction begins and *during* coaching conversations

IPR GALLERY WALK

- Teachers and appraisers count off 1 to 13

- Go to the Instructional Practice Rubric (IPR) Criterion and Chart Paper that corresponds to your number

- With your team, identify specific observable elements and sources of evidence for your criterion, through the lens of your campus

- Take a gallery walk as a team and make additions to each criterion

RECORDING YOUR INSTRUCTIONAL AND PROFESSIONAL PRACTICES

Your appraiser will not get a chance to see everything you have going on in your classroom.

Therefore, it is a **best practice** to **keep a written record of your efforts** throughout the school year.

Sources of Evidence

- ✓ Classroom Observations
- ✓ Walkthroughs
- ✓ Student Work Products
- ✓ Student Grade Books
- ✓ Teacher's Discipline File
- ✓ School Attendance Records
- ✓ Tutoring Logs
- ✓ Review of Lesson/Unit/Annual
- ✓ Planning
- ✓ Materials
- ✓ Communications with Colleagues at all levels
- ✓ Communications with Parents or Guardians
- ✓ Peer Feedback
- ✓ PD Artifacts
- ✓ Interactions with the Teacher Outside of Class

PRIORITIZING THE RUBRIC TO SEQUENCE (BEGINNING) TEACHER DEVELOPMENT

Advanced

I-3: Differentiates instruction for student needs by employing a variety of instructional strategies

I-4: Engages students in work that develops higher-level thinking skills

Intermediate

PL-1: Develops student learning goals

I-1: Facilitates organized, student-centered, objective-driven lessons

I-2: Checks for student understanding and responds to student misunderstanding

I-5: Maximizes instructional time

I-6: Communicates content and concepts to students

I-8: Students actively participating in lesson activities

Foundational

PL-2: Collects, tracks, and uses student data to drive instruction

PL-3: Designs effective lesson plans

I-7: Promotes high academic expectations for students

I-9: Sets and implements discipline management procedures

I-10: Builds a positive and respectful classroom environment

SELF-REFLECTION: YOUR PROFESSIONAL GOALS
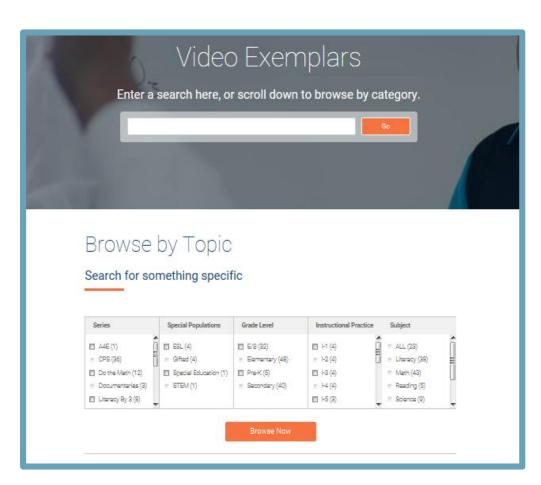
Which criteria do you want to focus on in your professional goals? Use this formula to begin crafting your goals:

Rationale + action step/activity = student outcomes

- – What supports will you need?
- – Where can you find the resources you need?

HOUSTONISDPSD.ORG – RESOURCES FOR PROFESSIONAL GROWTH

- The HISD PSD offers:
- HISD teacher video exemplars (not just for the instructional but also the planning criteria)
- Literacy Routines applicable to all disciplines
- Digital Resources

HISD EFFECTIVE PRACTICES

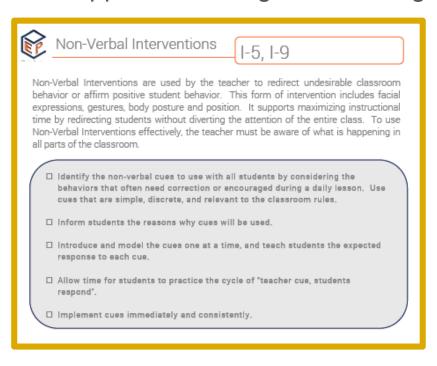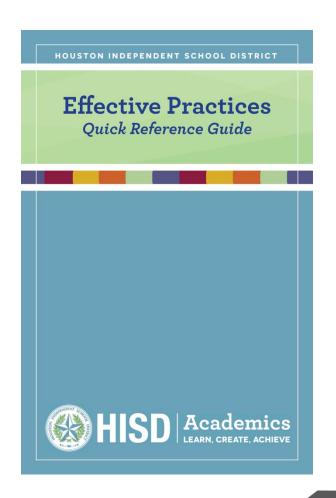The Effective Practices provide teachers research-based strategies that can be easily implemented on a daily basis. They are directly aligned to the Instructional Practice Rubric that supports teaching and learning.

Non-Verbal Interventions   I-5, I-9

Non-Verbal Interventions are used by the teacher to redirect undesirable classroom behavior or affirm positive student behavior. This form of intervention includes facial expressions, gestures, body posture and position. It supports maximizing instructional time by redirecting students without diverting the attention of the entire class. To use Non-Verbal Interventions effectively, the teacher must be aware of what is happening in all parts of the classroom.

☐ Identify the non-verbal cues to use with all students by considering the behaviors that often need correction or encouraged during a daily lesson. Use cues that are simple, discrete, and relevant to the classroom rules.

☐ Inform students the reasons why cues will be used.

☐ Introduce and model the cues one at a time, and teach students the expected response to each cue.

☐ Allow time for students to practice the cycle of "teacher cue, students respond".

☐ Implement cues immediately and consistently.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Effective Practices
Quick Reference Guide

HISD | Academics
LEARN, CREATE, ACHIEVE

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UPDATES TO STUDENT PERFORMANCE

Date: 08/05/2015
Presenter: Emile "Coach" Fa
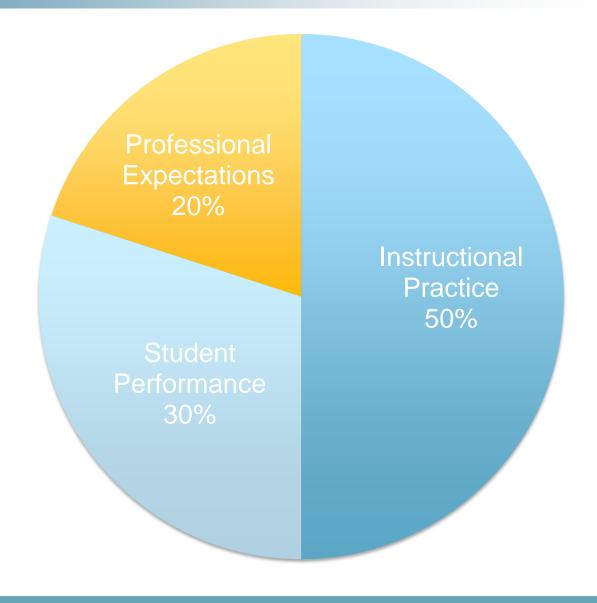
Pit-stops with your appraiser ensure you are on the right track!

- The district expectation is that each student grows one grade level (one lap around the track)

- Every student has a different starting place

WEIGHTS FOR EACH TADS COMPONENT

STUDENT PERFORMANCE MEASURES UPDATE

*On June 18, 2015, the HISD Board of Education voted to **reduce the amount of testing** by eliminating the Norm-Referenced Tests (IOWA/Logramos) in grades K-8.**

Impact on SP

- **Approximately one-third of HISD teachers no longer have SP measures based on the NRT.**

- HISD educators at all levels have the opportunity to provide more authentic, standards-based, and performance-based assessment, and to avoid double-testing students with traditional assessments.

*See Official Agenda for June 18, 2015, item D-1 http://www.houstonisd.org/domain/7947

STUDENT PERFORMANCE MEASURES

Value-Added **(on STAAR ~~and Norm-Referenced Test~~)**
Comparative Growth (on TELPAS ~~and Norm-Referenced Test~~)
Student Progress Student Progress on District-wide Assessments Student Progress on Pre-Approved Assessments or Performance Tasks Student Progress on Appraiser-Approved Assessments or Performance Tasks
Student Attainment (applies in Pre-K only)

WHAT MEASURES WILL REPLACE NRT-BASED MEASURES

SP measures previously based on the NRT will now include measures based on:

Provided by district

- Pre-Approved Assessments
- Pre-Approved Performance Tasks, with rubrics and including portfolios

Teacher-developed or identified. New resources available through the *Moderated Peer Review Assessment Handbook.*

- Appraiser-Approved Assessments
- Appraiser-Approved Performance Tasks

STUDENT PROGRESS MEASURES FOR MORE TEACHERS

90% of teachers will have student progress measures, *many haven't had them in the past*, which includes:

- Determine students' starting point level using multiple measures
- Setting goals for students on the end of year assessments or performance tasks
- Completing Student Performance Goals Worksheets by October 30, 2015 (October 19 for first semester courses)

Ambition and feasible goals are set for each starting point level of students on the end of year assessments or performance tasks

INTENDED CONSEQUENCES FOR SP CHANGE

Provide more authentic, standards-based, and performance-based assessments

**Avoid double-testing students with traditional assessments

Help is available – Moderated Peer Review Handbook, Student Performance Guidebook, and on-line resources.

TADS PRE-APPROVED PERFORMANCE TASKS WITH RUBRICS FOR SY 2015-16

Elementary School*	Middle School	High School
Grades 1-3, 5 Language Arts (writing prompt with pre-approved rubric) *(NEW!)*	Grade 6 Language Arts *(NEW!)*	English III *(NEW!)*
	Grade 6 Science *(NEW!)*	English IV *(NEW!)*
Grade 4 Language Arts, writing portfolio with pre-approved rubric *(NEW!)*	Grade 6 Social Studies *(NEW!)*	Chemistry *(NEW!)*
	Grade 7 Language Arts *(NEW!)*	Physics *(NEW!)*
	Grade 7 Science *(NEW!)*	World Geography *(NEW!)*
	Grade 7 Social Studies *(NEW!)*	World History *(NEW!)*
	Grade 8 Language Arts *(NEW!)*	U. S. History *(NEW!)*
	Grade 8 Science *(NEW!)*	
	Grade 8 Social Studies *(NEW!)*	

All elementary assessments will be available in English and Spanish.

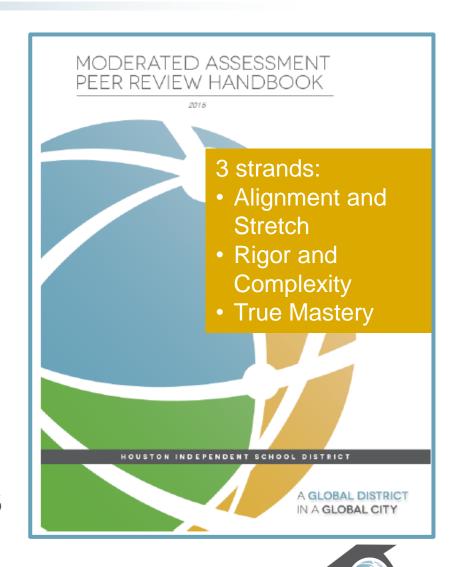# MODERATED ASSESSMENT PEER REVIEW

HANDBOOK

MPR handbook offers:

- Protocol and Rubric for identifying high quality assessments

- Sample assessments scored with the MRR rubric

- Additional Resources

MODERATED ASSESSMENT PEER REVIEW HANDBOOK
2016

3 strands:
- Alignment and Stretch
- Rigor and Complexity
- True Mastery

HOUSTON INDEPENDENT SCHOOL DISTRICT

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Teachers with *Student Progress measures* in 2014-15 will **need to review and submit their Results Worksheet(s)** to their current appraiser who will acknowledge them thereby triggering the auto-calculation of the 2014-15 SP rating.

MORE DETAILS IN SEPTEMBER
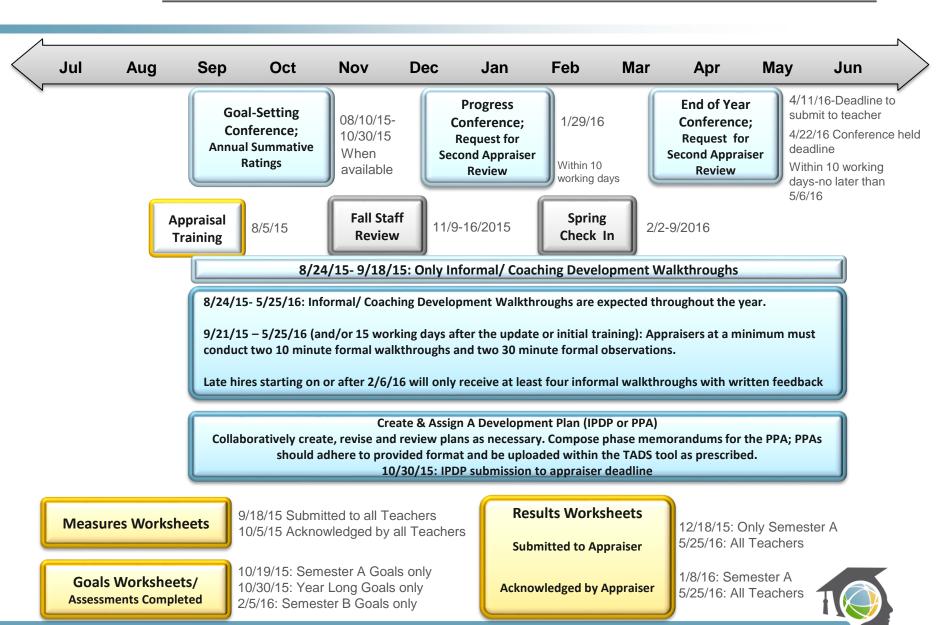
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BOARD POLICY GUIDELINE CHANGES AND APPROVED TADS CALENDAR

Summary of deadlines for all appraisal activities:

Deadlines	Activities
August 10, 2015	Goal-Setting Conferences and IPDP Conferences may begin.
August 24, 2015	Informal/Coaching Development Walkthrough period begins.
September 18, 2015	Student Performance Measures Worksheets submitted to teacher by appraiser.
September 21, 2015	Formal appraisal period begins.
October 5, 2015	Student Performance Measures Worksheets are acknowledged by teacher.
October 19, 2015	Student Performance Goals Worksheets and assessments for first semester (A) courses only are completed and approved.
October 30, 2015	• Goal Setting Conferences are completed. • Student Performance Goals Worksheets and assessments for year-long courses are approved. • 2014–2015 annual summative appraisal ratings are completed.

APPRAISAL AND DEVELOPMENT TIMELINE

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

Goal-Setting Conference; Annual Summative Ratings
08/10/15-10/30/15 When available

Progress Conference; Request for Second Appraiser Review
1/29/16

Within 10 working days

End of Year Conference; Request for Second Appraiser Review

4/11/16-Deadline to submit to teacher

4/22/16 Conference held deadline

Within 10 working days-no later than 5/6/16

Appraisal Training
8/5/15

Fall Staff Review
11/9-16/2015

Spring Check In
2/2-9/2016

8/24/15- 9/18/15: Only Informal/ Coaching Development Walkthroughs

8/24/15- 5/25/16: Informal/ Coaching Development Walkthroughs are expected throughout the year.

9/21/15 – 5/25/16 (and/or 15 working days after the update or initial training): Appraisers at a minimum must conduct two 10 minute formal walkthroughs and two 30 minute formal observations.

Late hires starting on or after 2/6/16 will only receive at least four informal walkthroughs with written feedback

Create & Assign A Development Plan (IPDP or PPA)
Collaboratively create, revise and review plans as necessary. Compose phase memorandums for the PPA; PPAs should adhere to provided format and be uploaded within the TADS tool as prescribed.
10/30/15: IPDP submission to appraiser deadline

Measures Worksheets
9/18/15 Submitted to all Teachers
10/5/15 Acknowledged by all Teachers

Goals Worksheets/ Assessments Completed
10/19/15: Semester A Goals only
10/30/15: Year Long Goals only
2/5/16: Semester B Goals only

Results Worksheets

Submitted to Appraiser

Acknowledged by Appraiser

12/18/15: Only Semester A
5/25/16: All Teachers

1/8/16: Semester A
5/25/16: All Teachers

HISD **GLOBAL** GRADUATE

HISD PRIORITIZING DEVELOPMENT

- Board approved expansion of the coaching/informal walk-through period from three to four weeks (Aug. 24th to Sept. 18th)

- Opportunity to collaborate with appraiser to identify areas for growth without affecting teacher's appraisal rating

- Within 10 working days of the walkthrough, teachers should a) receive written feedback and b) have a face to face conference with their appraiser.

Home | Forms by Teacher | Tools and Resources | Summative Ratings | Log Out

School Year : 2014 - 2015

Home > Teachers > ___ > Coaching Development Form

Form status: In Progress   **School year:** 2014 - 2015

Coaching Development Details

Teacher Name	Teacher ID	Teacher Campus ID
Appraiser Name	Appraiser ID	Teacher Campus Name
Original Appraiser	Date Created	

IPDP Goals

I-1 Facilitates organized, student-centered, objective-driven lessons

PL-1 Develops student learning goals

Coaching Visits

Vist Date/ Time	Observation Criteria	Coaching Observation Insight Precise Praise claim/ Evidence / Impact	Coaching Observation Notes	Action Steps Clear/ Measurable / Bite-Size	Evidence of Progress	Timeline follow up Date	Comments	
6/8/2015 10:30 AM	Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the ...	Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece of classi...	Lorem Ipsum comes from sections 1.10.32 and 1.10.33 of "de Finibus Bonorum et Malorum" (The Extremes...	It is a long established fact that a reader will be distracted by the readable content of a page whe...	Many desktop publishing packages and web page editors now use Lorem Ipsum as their default model tex...	06/08/2015	There are many variations of passages of Lorem Ipsum available, but the majority have suffered alter...	View
6/15/2015 12:22 PM	making this the first true generator on the Internet. It uses a dictionary of over 200 Latin words, ...	making this the first true generator on the Internet. It uses a dictionary of over 200 Latin words, ...	making this the first true generator on the Internet. It uses a dictionary of over 200 Latin words, ...	making this the first true generator on the Internet. It uses a dictionary of over 200 Latin words, ...	making this the first true generator on the Internet. It uses a dictionary of over 200 Latin words, ...	06/16/2015	making this the first true generator on the Internet. It uses a dictionary of over 200 Latin words, ...	Edit View Delete

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View History

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PROFESSIONAL *TWO-WAY* CONVERSATIONS ARE KEY

"Of all the approaches available to educators to promote teacher learning, the most powerful (and embedded in virtually all others) is that of professional conversation."

- Charlotte Danielson

NEED HELP?

Online TADS website (houstonisd.org/tads)

Houstonisdpsd.org

PD Trainings
Movie nights
Weekly discussion groups (learning together)
Mini – TADS specific trainings

Available Resources
TDS/Instructional Coach
Campus leadership team
Teacher Leaders (Career Pathways)

TADS@houstonisd.org

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THANK YOU