



Teacher Appraisal and Development System: Teacher Training

2011-12 School Year
Day 1 of Training

HISD Executive Sponsors:

Julie Baker, Chief Major Projects Officer

Ann Best, Chief Human Resources Officer



Welcome!

“I STAND FOR A CHILD”

- **Think** about one student whose life you impacted
- **Write** the answers to the following questions in your *Participant Guide* write:

Who was that student?

What did you do?

Why do you stand for them?

How did this student inspire you to continue to grow and develop as a teacher?

- **Share**



Welcome!

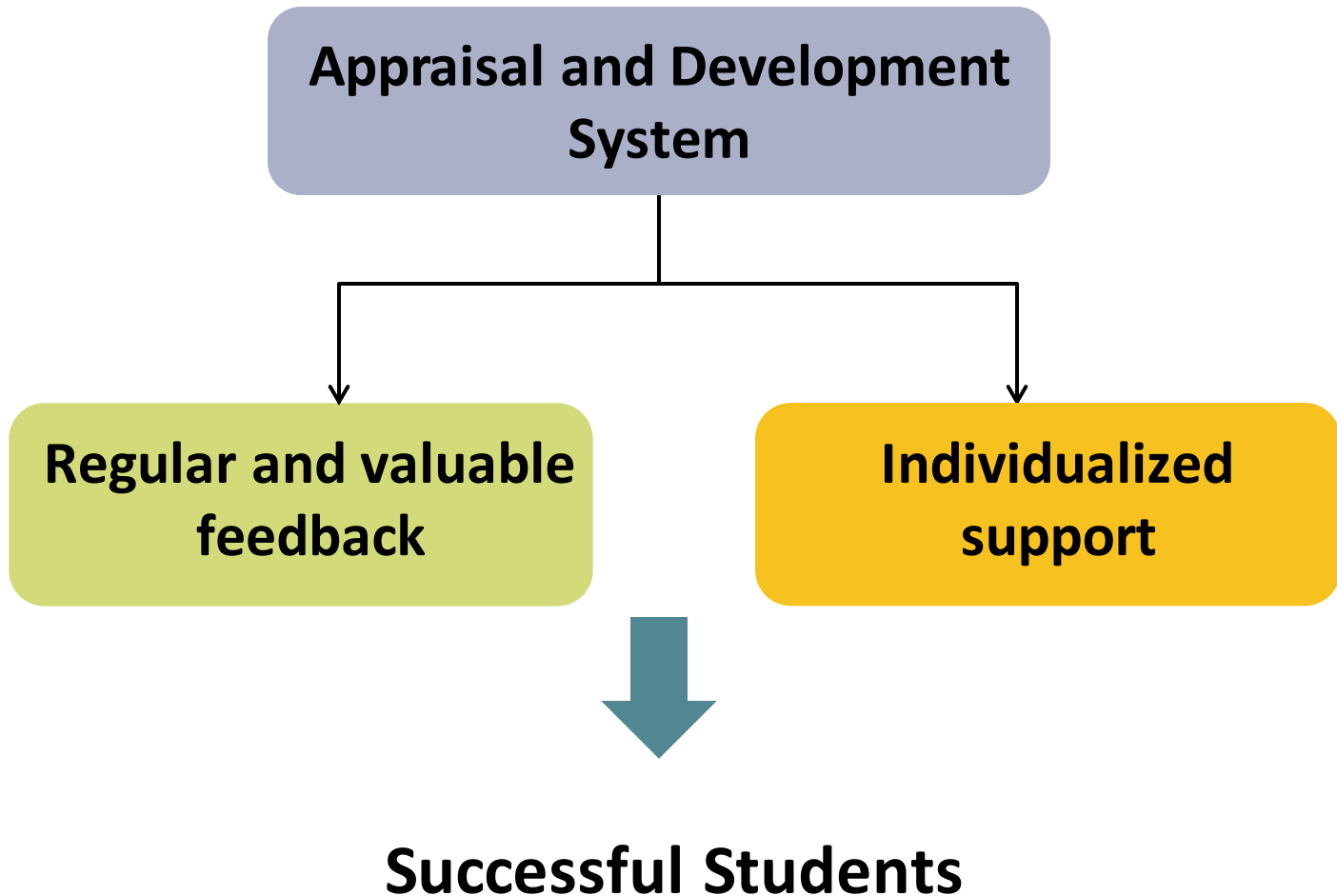


***Let us put our
minds together
and see what
life we will
make for our
children.***

---Třatřanka Iyothřanka



The appraisal and development system is designed to help you become the best teacher you can be—so you can help all your students succeed.





PDAS v. The Appraisal and Development System

	PDAS	A & D System
Multiple Opportunities to Show Success	One observation required, but no observations under MPDAS	At least two observations and at least two shorter walkthroughs each year—all followed by formative feedback
Multiple Opportunities to Discuss Performance	One summative conference each year with option to waive	Three annual conferences to discuss teacher performance formatively and plan for development
Individualized Professional Development	Professional development not directly aligned with a teacher's interests/needs	All teachers create an individualized professional development plan based on individual interests/needs



You deserve an appraisal and development system that provides you with clear expectations and accurate information about your practice.

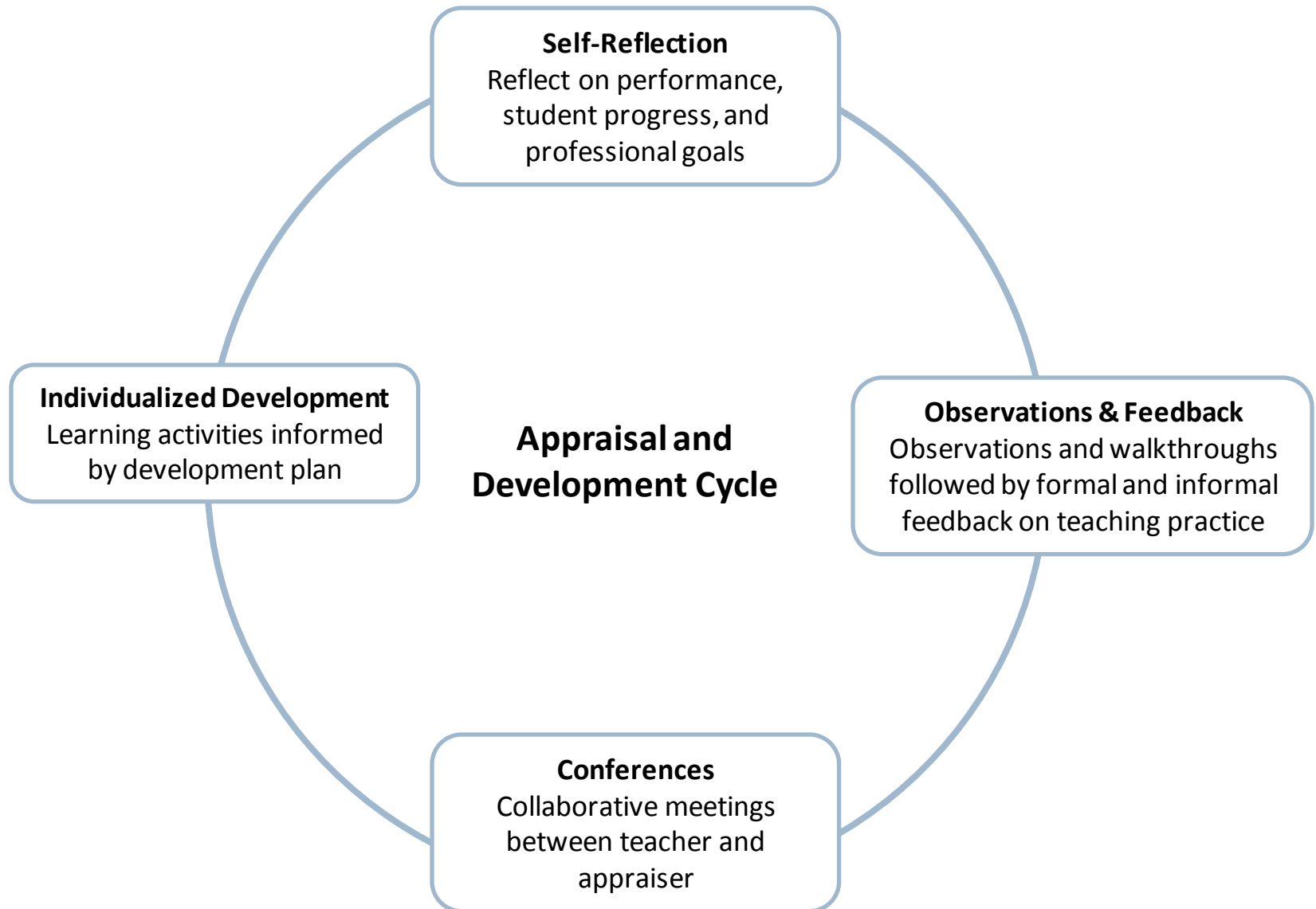


The appraisal and development system provides you with:

- **Multiple opportunities to show your success** through at least 2 observations and at least 2 shorter walkthroughs—all followed by written feedback (in-person feedback for the observations)
- **Multiple opportunities to discuss performance and plan for your development** through 3 annual conferences with your appraiser
- **Clear performance expectations** that articulate exactly what you need to do to reach a certain performance level
- **Individualized professional development** based on your needs and interests

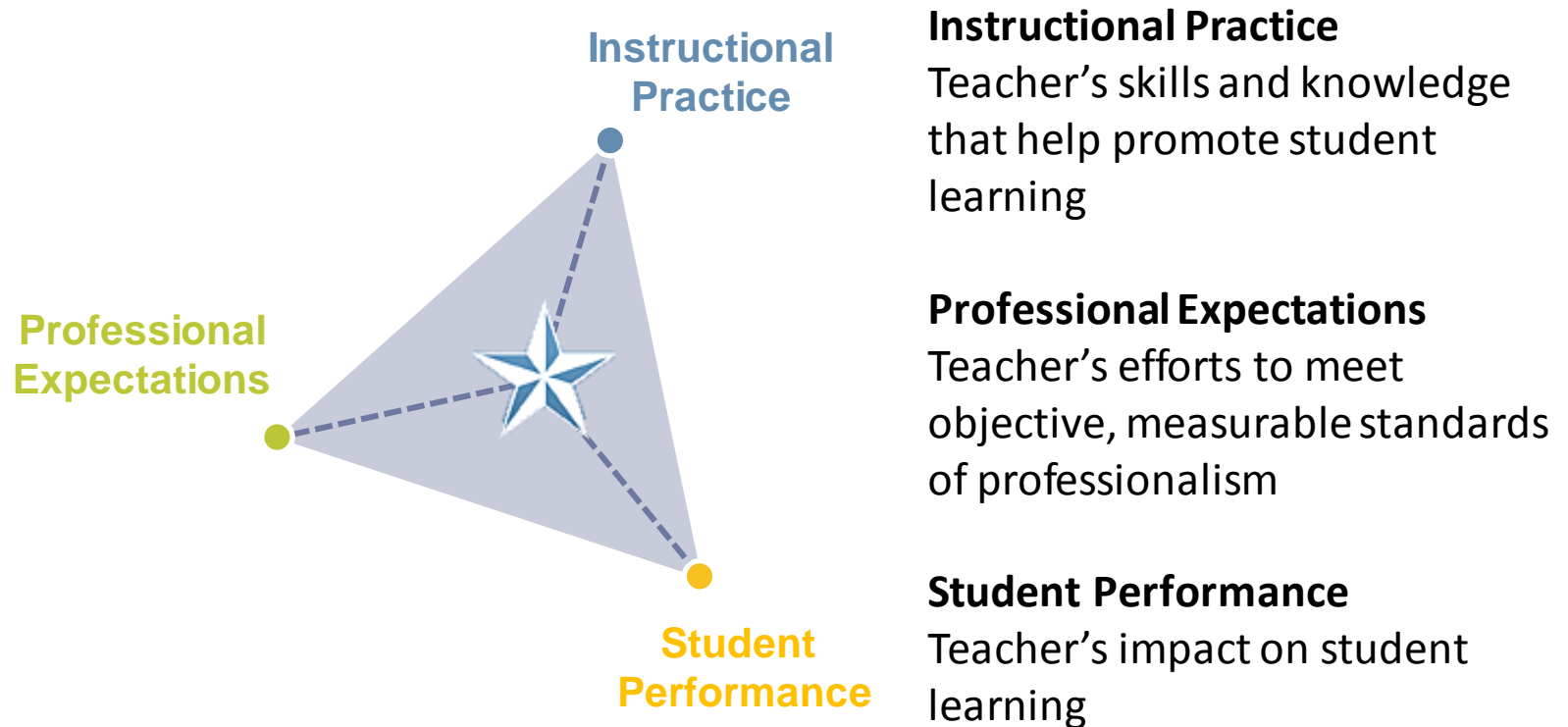


Regular Feedback and Individualized Support for Teachers





Appraisal and development will focus on multiple opportunities to demonstrate effectiveness.





The appraisal and development system will be phased in to give schools the time to implement this system well, so that it becomes a valuable tool for you and your appraisers.

2011-on

- Conferences, Walkthroughs, Observations
- Comprehensive feedback and formative ratings on Instructional Practice and Professional Expectations
- Summative appraisal rating including Instructional Practice and Professional Expectations
- Job-embedded, individualized professional development

2011-2012

- Student progress and outcomes discussed in conferences
- Student performance activities are refined with teachers and principals

2012-on

- Student Performance measures included in teacher's performance appraisal ratings

PENDING BOARD APPROVAL – AS OF JULY 28, 2011



Why a phased in implementation?

A phased-in implementation will:

- **Give schools the time they need** to implement this system well so that it becomes a valuable tool for teachers and principals.
- **Allow schools to spend the 2011-12 school year** focusing on Instructional Practice and best practices for observation and documentation.
- **Provide appraisers with a full year** of support and training on Student Performance elements prior to implementation.



Ensure that all components of the appraisal and development system are implemented with fidelity to help you do your best work in the classroom and ensure that all students succeed.



Essential Questions

By the end of this two-day training on the new appraisal and development system you will be able to answer:

- How will the appraisal process work under this new system?
- What criteria will factor into my appraisal?
- How will the new appraisal and development system connect me with individualized professional development opportunities?



Over the Next Two Days . . .

DAY 1	<ul style="list-style-type: none">✓ Introduction to the Appraisal and Development System✓ Instructional Practice (IP)✓ Professional Expectations (PE)✓ Student Performance (SP)✓ Formative and Summative Appraisal Ratings✓ Requesting a Second Appraiser✓ Next Steps
DAY 2	<ul style="list-style-type: none">✓ Review✓ Professional Development



Objectives

By the end of today's session you will understand:

- How the appraisal process will work
- The standard for effective teaching under the new appraisal and development system



Activity: What do you want to know?

Directions

- **Write** 3 questions you have about the appraisal and development system on sticky notes
- **Post** your questions on the chart paper labeled “*What I want to know*”

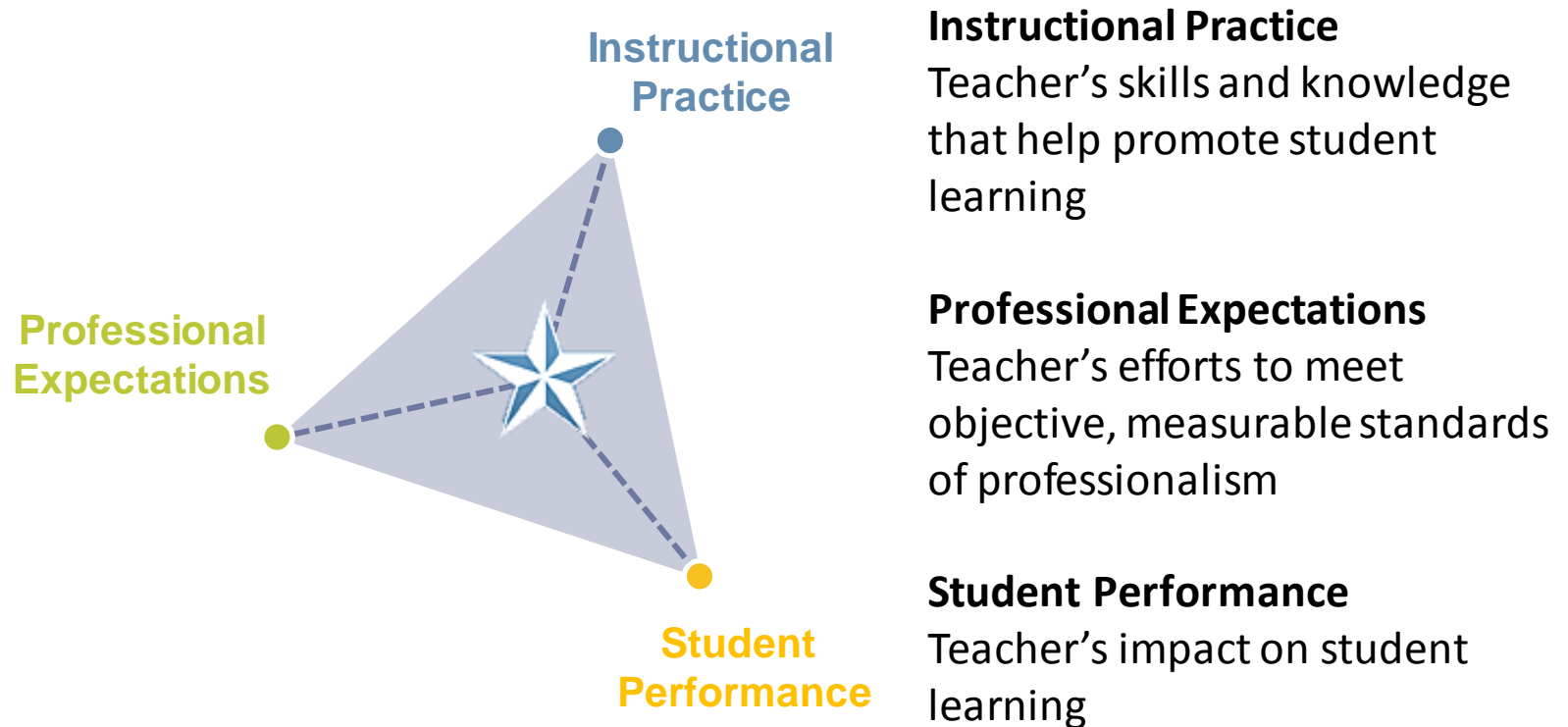
We will revisit your questions at the end of today .



Introduction to the Appraisal and Development System



Appraisal and development will focus on multiple opportunities to demonstrate effectiveness.





Criteria Category in Focus: Instructional Practice

Instructional Practice

What is Instructional Practice?

- Instructional Practice reflects the teacher's skills and knowledge that help promote student learning.

Where will appraisers look to assess your Instructional Practice?

Potential areas include, but are not limited to:

- Classroom observations
- Planning documents
- Daily interactions with the teacher
- Reviews of certain documents (e.g., lesson plans, classroom management plans, grade books, portfolio of student work, etc).





Criteria Category in Focus: Professional Expectations

Professional Expectations

What are Professional Expectations?

- Professional Expectations reflect a teacher's efforts to meet objective, measurable standards of professionalism.

Where can appraisers look to assess your professionalism?

Potential areas include, but are not limited to:

- Classroom observations
- Planning documents
- Daily interactions with the teacher
- Reviews of certain documents (*e.g.*, parent communication logs, sign-in sheets for PLCs, agendas and minutes from team meetings, teacher attendance records, etc.).



Criteria Category in Focus: Student Performance

Student Performance

What is Student Performance?

- Student Performance reflects a teacher's measurable impact on student learning.



What are the five measures of student performance?

- Value-added Growth (*e.g.*, EVAAS)
- Comparative Growth
- Students' progress on End-of-Course(EOC)/End-of-Year Assessments (EOY)
- Students' progress using EOC/EOY Performance Tasks and Work Products
- Students' attainment on appraiser-approved or district-wide EOC/EOY assessment



Professional Development has been restructured to provide you with individualized support and development.

CAMPUS-BASED RESOURCES



Development plans will address teachers' individual strengths and areas for growth.



Appraisers are accountable for helping teachers improve and grow professionally.



TDSs coach and connect teachers with valuable, subject-specific, job-embedded development opportunities.



PD CENTRAL SUPPORT

- Small design team focused on designing teacher development aligned to high priority, district-wide initiatives.
- Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other.
- New Teacher Support – ABRAZO, mentoring
- Teacher Leader pilots



How Teacher Development Specialists (TDS) Support Teachers



TDS are experienced educators who partner with teachers to support their continuous growth and development through **observation and feedback, coaching, and connections** with relevant learning experiences.

How Teacher Development Specialists will support you:

- **Coach and connect** you to a variety of learning opportunities that support your continuous development
- **Observe** and provide you with formative feedback aligned with the Instructional Practice rubric
- **Support** you to ensure application of new knowledge and skills and impact on student learning



TDSs are/are not . . .

- **TDSs are not** appraisers.
- **TDSs are** a Third Party source of information, but will only provide information to an appraiser to be considered in a teacher's appraisal in specific circumstances:
 - **For teachers on a PPA**, all feedback and communications between a teacher and TDS will be available to the appraiser and may be considered in a teacher's appraisal rating.
 - If a teacher is placed on a PPA mid-way through the year, all previous communications may be made available to the appraiser as well.
 - **For all other teachers**, TDSs will provide a summary to appraisers for each of their teachers at two points in the school year on areas of focus that the teacher and TDS have identified, and plans for support and progress in those areas.



Get to know the Teacher Development Specialist Team!





Professional Development Tools Available For You

Professional Development Tools

What tools are available to me?

- PD 360 – a comprehensive library of best practices exemplars, with an expanded set of dedicated resources called the ‘toolbox’
- HISD Online – 60+ Moodle courses, facilitated by content-experts
- Face-to-face training around high priority, district-wide initiatives (*e.g.*, Literacy)

How does PD 360 work?

- Valuable, subject-specific, job-embedded professional support
- Connect teachers to learning activities aligned to specific instructional practice criterion and your individualized development plan
- Opportunities for extensive self-reflection tools

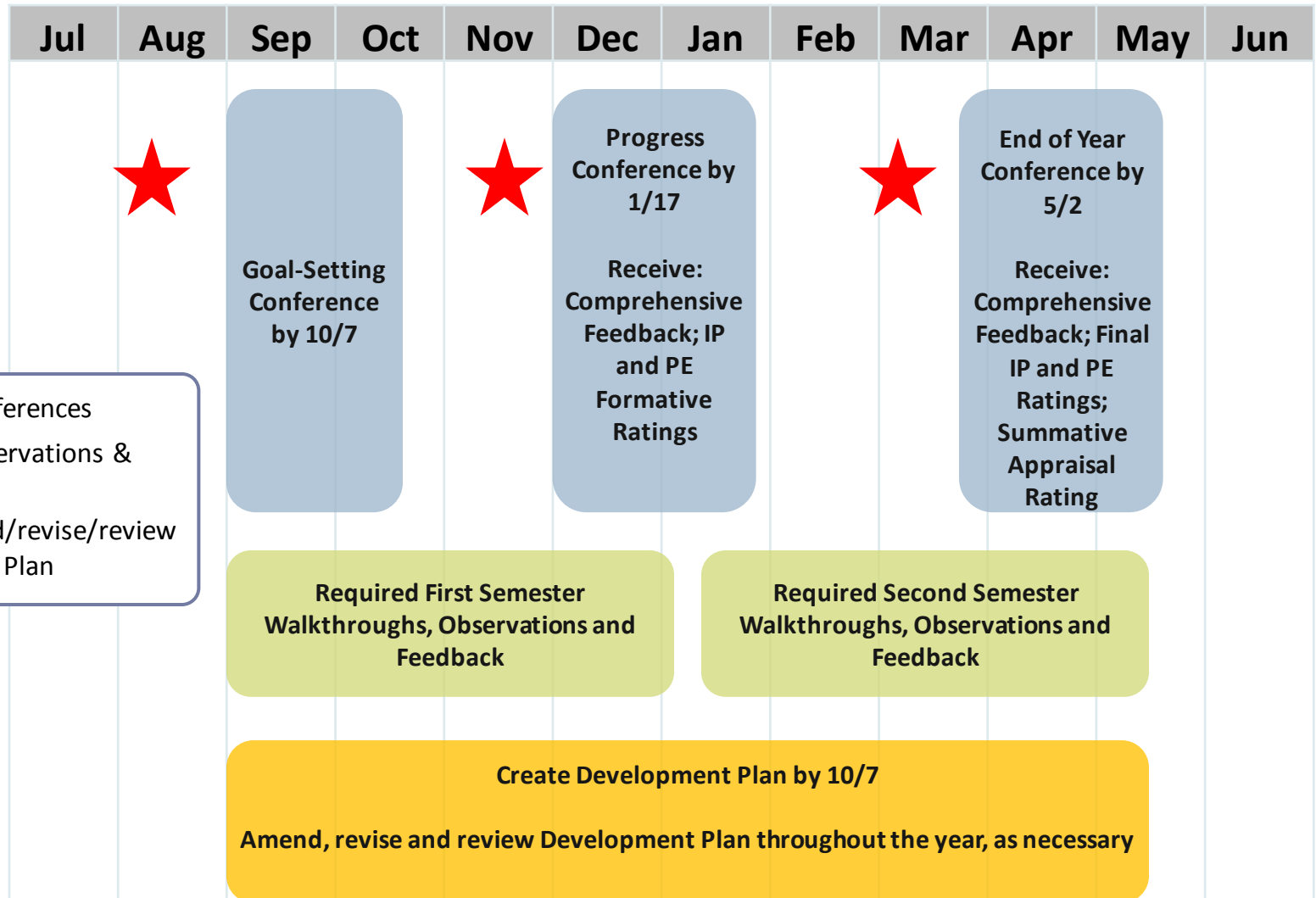
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The Appraisal Process: Conferences



Timeline at a Glance



- Required Conferences
- Required Observations & Walkthroughs
- Create/amend/revise/review Development Plan



Overview: Goal Setting Conference

Before the Conference

Appraiser and Teacher

- Consider focus areas and professional targets

Teacher (*recommended activities*)

- Reflect on prior practice (see *Self-Reflection Form*)

During the Conference

Participants

- Teacher and Appraiser

Length: There is no set length

Outcomes

- Development Plan completed (or on track for completion by October 7)

Complete by: October 7, 2011



Overview: Progress Conference

Before the Conference

Appraiser

- Complete at least one walkthrough and observation---each followed by written feedback and in-person feedback for the observation
- Collect information and assign formative ratings for all Instructional Practice and Professional Expectations criteria, and complete the ***Progress Conference Form***
- Revisit development plans

Teacher (*recommended activities*)

- Reflect on practice to date; reflect on professional targets and activities

During the Conference

Participants

- The teacher and the appraiser

Length: There is no set length

Key Outcomes

- Receive comprehensive feedback on Instructional Practice and Professional Expectations criteria
- Obtain formative Instructional Practice and Professional Expectations ratings
- Revise development plan, if necessary

Complete by: January 17, 2011



Overview: End of Year Conference

Before the Conference

Appraiser

- Complete at least one walkthrough and observation---each followed by written feedback and in-person feedback for the observation
- Assign final ratings for Instructional Practice and Professional Expectations
- Complete ***End of Year Conference Form*** and submit to teacher 5 instructional days in advance of the End of Year Conference

Teacher (*recommended activities*)

- Reflect on practice; Reflect on professional targets and activities

During the Conference

Participants

- The teacher and the appraiser

Length: There is no set length

Key Outcomes

- Receive comprehensive feedback on Instructional Practice and Professional Expectations criteria
- Receive final Instructional Practice and Professional Expectation ratings
- Receive a Summative Appraisal Rating

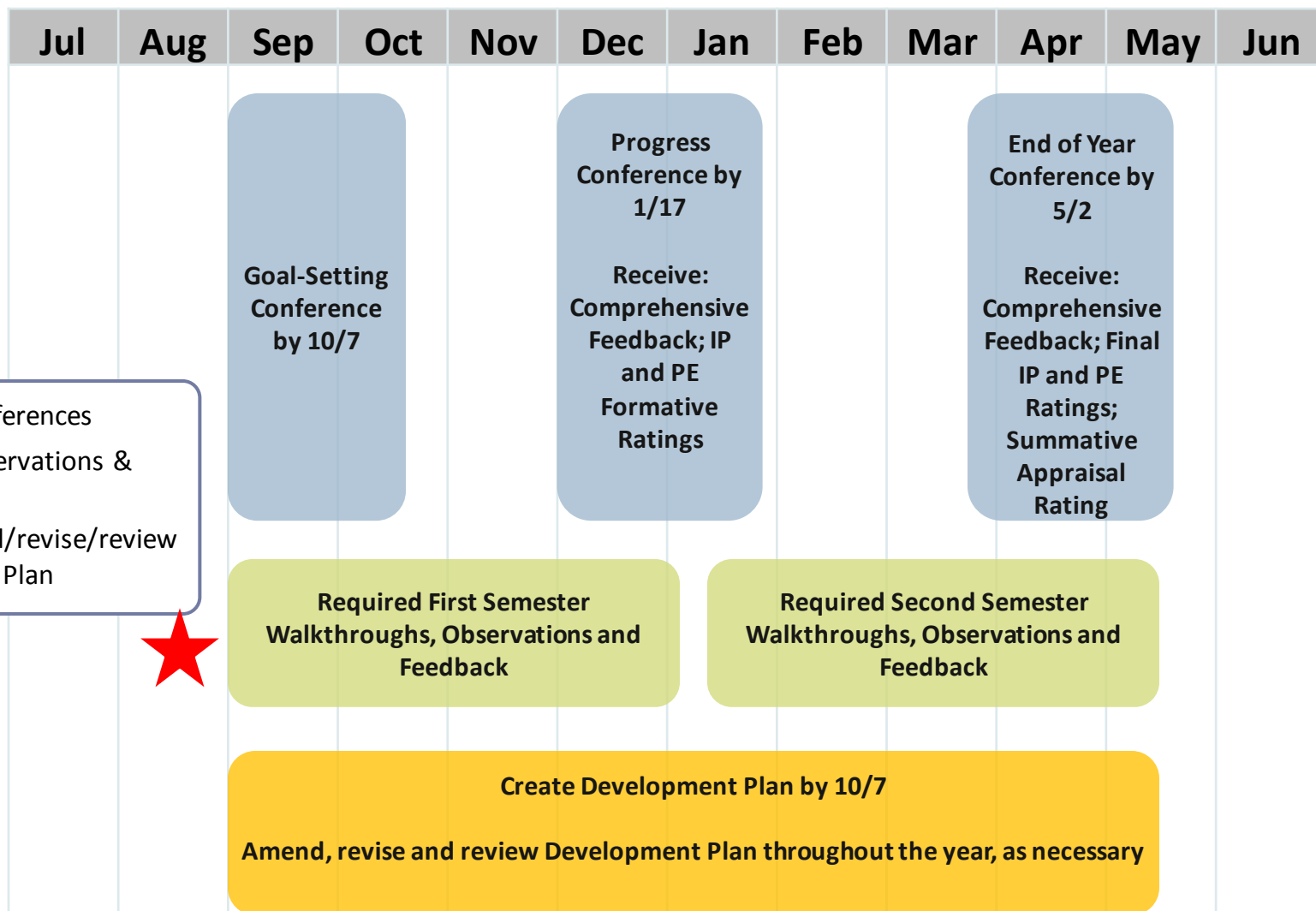
Complete by: May 2, 2012






The Appraisal Process: Observations and Walkthroughs



Timeline at a Glance



-  Required Conferences
-  Required Observations & Walkthroughs
-  Create/amend/revise/review Development Plan





Observations, Walkthroughs and Feedback

Observations and Walkthroughs

- **Multiple opportunities to show success.** Throughout the year you will receive at least:
 - ✓ Observations: Two unannounced observations of at least 30-minutes in length
 - ✓ Walkthroughs: Two unannounced walkthroughs of at least 10-minutes in length, one prior to the Progress Conference, and the other prior to the End of Year Conference

Written Feedback

- **Timely written feedback.** Your appraiser will provide you with written feedback within 10 instructional days of an observation or walkthrough.
- **Specific feedback.** Your appraiser will record their feedback of each criterion observed, along with their rationale and an accompanying criterion score.

Post Observation Conference

- **In-person conversation about your performance.** You and your appraiser will have the opportunity to talk about your performance within 10 instructional days of the 2 required 30-minute observations.



Activity: Summing Up the Appraisal Process

Directions

- **Write** two things you want to remember from the information you just heard
- **Discuss** with a small group
- **Write** at least one new piece of information you heard from others



Staff Review



What is the Staff Review process?

What is Staff Review?

Staff review is a discussion between school principals and SIOs to:

- **Monitor** how well your school leaders are implementing the new appraisal and development system
- **Discuss** how school leaders can provide additional resources and supports to help all teacher succeed in the classroom
- **Identify and recognize** HISD's top performing teachers

When does Staff Review occur?

Staff review occurs during the Fall and Spring semester.



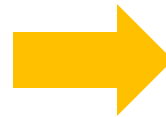
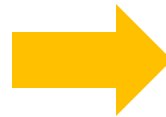
The new appraisal and development system expands on the individualized development begun during the Staff Review process.

2010-11 Staff Review Process

Development conversations promoted strategic professional development

Multiple observations prompted more informed teacher performance conversations

IPDPs intended to prompt individualized PD targeted at meaningful professional learning goals



2011-12 Teacher Appraisal and Development System

Multiple conferences create opportunities for regular feedback and support towards growth

Multiple observations and walkthroughs give appraisers a more accurate view of teacher performance

Restructured Professional Development to provide support for individualized, campus-based development and increased follow-through



Instructional Practice



Activity: Exploring Instructional Practice

Directions

- **Brainstorm** what you would see and hear in an “effective” classroom
- **Write** down ideas on sticky notes
- **Review** the criteria sheets posted around the room and determine which best describes each sticky
- **Post** sticky notes on the appropriate sheets
- **Review others’** sticky notes
- **Discuss:**

What trends did you notice?

What do you wonder about?



Instructional Practice Criteria

The Instructional Practice rubric reflects the standards skills and knowledge that help drive student learning in the classroom.

Instructional Practice Criteria	
Planning	<ul style="list-style-type: none">PL-1 Develops student learning goalsPL-2 Collects, tracks, and uses student data to drive instructionPL-3 Designs effective lesson plans, units, and assessments
Instruction	<ul style="list-style-type: none">I-1 Facilitates organized, student-centered, objective-driven lessonsI-2 Checks for student understanding and responds to student misunderstandingI-3 Differentiates instruction for student needs by employing a variety of instructional strategiesI-4 Engages students in work that develops higher-level thinking skillsI-5 Maximizes instructional timeI-6 Communicates content and concepts to studentsI-7 Promotes high academic expectations for studentsI-8 Students actively participating in lesson activitiesI-9 Sets and implements discipline management proceduresI-10 Builds a positive and respectful classroom environment



Introduction to Instructional Practice

The Instructional Practice rubric is intended to:

- Define clear standards
- Be a source of common language
- Apply to teachers in all subjects and grade levels



Instructional Practice: Establishing a Common Language

Instructional Practice	➡	CRITERIA CATEGORY
I-8: Students actively participating in lesson activities	➡	CRITERION
Level 3	➡	PERFORMANCE LEVEL
<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none">• Students demonstrate engagement during direct instruction by participating in and completing instructional tasks, volunteering responses to questions, following teacher directions, and asking appropriate questions.• Students display active effort in learning activities during independent and group work.		

INDICATORS



How to Read the Instructional Practice Rubric

To promote accuracy and fairness, the Instructional Practice rubric is intended to be used according to the following guidelines:

- **Use the indicators as a framework that reflects the quality of teacher behavior on student learning, as opposed to the frequency,** refraining from using the rubric as a checklist of prescribed activities.
- **Determine whether indicators under a criterion, as a whole, best describe** what is observed in a classroom
- **Begin by reading indicators under a Level 3** because a Level 3 is the standard for effective teaching



Guided Practice: I-10: Builds a positive and respectful classroom environment

Level 2	Level 3	Level 4
<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none">• Teacher demonstrates respect for all students by may occasionally use a negative tone with students.• Teacher communicates expectations for positive student behavior and interactions between students.• Students respect the teacher by may inconsistently show respect for peers.	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none">• Teacher demonstrates caring and respect for all students and creates positive, energetic, and orderly climate and culture in the classroom.• Teacher communicates and reinforces expectations for positive student behavior and interactions between students, including respect for individual, cultural and linguistic differences.• Teacher arranges and organizes furniture, supplies, reference materials, and student work in way that supports learning activities.• Students demonstrate respect by actively listening and responding positively to each other and to the teacher.	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none">• Students demonstrate ownership of classroom environment by encouraging their peers to interact positively with one another.• Students cooperate and collaborate without teacher direction to support their peers and encourage them to achieve academic success.



Instructional Practice Performance Levels

There are a few reasons why a Level 3 is the standard for effective teaching:

- Allows room for growth
- Keeps appraisers and HISD accountable for teachers' professional development
- Provides teachers with multiple, attainable opportunities to demonstrate areas of distinguishing strengths



Activity: Dig into the Instructional Practice Rubric

Directions

- **Skim** the Level 3 indicators under each Instructional Practice criterion.
- **Highlight** any key words or make notes in the margins.
- **Discuss:**

What are examples of things you are doing as an individual or grade level/department that fit into Level 3?

What are questions you still have?



Ms. Smith in Action



Video Lesson

- **Review** all the indicators under I-4: Engages students in work that develops higher-level thinking skills
- **View** the video. As you are viewing take notes in your *Participant Guide*
- **Consider** the following question and write the answer in your *Participant Guide*

What indicators do you see evidence of in the video lesson?

- **Share**



Appraisers will look at a variety of information to get a complete picture of your performance.

Appraisers may look at the following to assess your performance:

- Classroom Observations
- Walkthroughs
- Review of Lesson/Unit/Annual Planning Materials
- Review of Student Work Samples
- Review of Student Assessment Data and Tracking Systems
- Direct Interactions with Students during an Observation
- Review of lesson plans



Appraisers will look at a variety of information to get a complete picture of your performance.

Teachers may submit information to be considered for your appraisal.

Appraisers should assess this evidence and decide if it will be used to inform the appraisal rating. If so, the evidence must be documented at the Progress or End of Year conferences. Teachers must submit the information no later than 20 instructional days prior to the end of the Progress or End of Year Conference period.

Third parties may submit information for inclusion in your appraisal

- Anyone other than the primary appraiser is considered a third party, including the principal. Appraisers shall document third party evidence at the time that the information is obtained and provide this documentation to the teacher within 10 instructional days.
- If the third party information will be used to inform the teacher's appraisal at the Progress Conference or End of Year Conference then the appraiser should reference 'other' documentation as a source of evidence on the feedback that is given to the teacher at the conference.



Activity: Your Turn

Directions

- **Write** the answer to the following questions in your *Participant Guide*
What Instructional Practice criterion do you feel most comfortable with? Why?

What Instructional Practice criterion do you feel you need to work on? Why?
- **Share**



Professional Expectations



Professional Expectations Criteria

The Professional Expectations criteria reflect a core set of objective, measurable professional expectations for teachers.

Professional Expectations Criteria

Professionalism

- PR-1 Complies with policies and procedures at school
- PR-2 Treats colleagues with respect throughout all aspects of work
- PR-3 Complies with teacher attendance policies
- PR-4 Dresses professionally according to school policy
- PR-5 Collaborates with colleagues
- PR-6 Implements school rules
- PR-7 Communicates with parents throughout the year
- PR-8 Seeks feedback in order to improve performance
- PR-9 Participates in professional development and applies learning



Activity: Dig into the Professional Expectations Rubric

Directions

- **Skim** the Level 3 indicators under each Professional Expectations criterion
- **Highlight** any key words or make notes in the margins
- **Discuss** the following question:

What are examples of things you are doing as an individual or grade level/department that fit into Level 3?



Appraisers will look at a variety of information to get a complete picture of your performance.

Appraisers may look at the following to assess your professionalism:

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

Communications with

Parents/Guardians

Peer Feedback

Interactions with the Teacher

Outside of the Classroom

Professional Development Artifacts



Appraisers will look at a variety of information to get a complete picture of your performance.

Teachers may submit information to be considered for your appraisal.

Appraisers should assess this evidence and decide if it will be used to inform the appraisal rating. If so, the evidence must be documented at the Progress or End of Year conferences. Teachers must submit the information no later than 20 instructional days prior to the end of the Progress or End of Year Conference period.

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Student Performance



Activity: If I were an assessment . . .

Directions

- **Look** around the room for posters displaying an assessment type:
 - o Multiple-choice test
 - o Open-ended prompt
 - o Performance (*e.g.*, recital, fitness/endurance test or race)
 - o Portfolio of work products
- **Consider** the following question:
If you were to pick an assessment type that best describes you as a person or as an educator, what would it be?
- **Go** to the poster that best describes your answer
- **Discuss** why you picked that kind of assessment
- **Share**



Student Performance is an essential part of any meaningful appraisal system because helping students learn is a teacher's most important job.

The Instructional Practice and Professional Expectations criteria categories measure your efforts and practice.

The Student Performance criteria category measures the impact your efforts and practice have on student learning.





“Any performance evaluation should consider a person's most important responsibilities, and our primary responsibility as teachers is helping our students learn. Simply put, there is no teaching without learning.”

- Houston Chronicle op-ed, 4/12/11, submitted by HISD teachers



Five measures of student learning will be used in the appraisal and development system beginning the 2012-2013 school year.

Five Measures of Student Learning

- 1. Value-added growth** (*e.g.*, EVAAS)
- 2. Comparative growth** on district-wide EOY/EOC assessments
- 3. Students' progress** on district-wide or appraiser-approved EOY/EOC assessments
- 4. Students' progress** on district-wide or appraiser-approved EOY/EOC **performance tasks or products**
- 5. Students' attainment** on district-wide or appraiser-approved EOY/EOC assessments

Your student performance rating will be based upon multiple measures, based on the grade and subject you teach.



Student learning measures were developed based on a set of guidelines to ensure that the measures are comprehensive, aligned to the curriculum and provide equal opportunity for each teacher's success.

Comprehensiveness

- Rate teachers on each major subject/grade they teach
- Teachers should never have Value-Added as their sole measure of student learning

Alignment to Curriculum

- Use EOY/EOC cumulative assessments/tasks to measure learning of the most important content and skills
- Complement Stanford tests that are partially aligned with the HISD curriculum with other tests

Equal Chances for Success

- Use Value-Added in a different way than how it is used for ASPIRE awards (e.g., different thresholds)
- Ensure that teachers have similar chances of showing above average and below average growth regardless of their student population



Measure #1: Value-added (VA) Growth (e.g., EVAAS)

What is Value-Added Growth?

A district-rated measure of the extent to which students' average growth meets, exceeds, or falls short of average growth

What Assessments are Used?

STAAR and Stanford

Appraiser's Role in Implementation

Appraisers will use new district rules to translate results into ratings for the appraisal system.

Teacher's Role in Implementation

Determining a rating requires no additional steps by the teacher.



In the new appraisal and development system, EVAAS will be used differently than it was used under the ASPIRE award program.

	ASPIRE	A & D System
Use of multiple measures of student learning	EVAAS is only measure of student learning used for ASPIRE	Multiple measures will be used to assess the impact a teacher has on student learning; EVAAS will never be the only measure used
Use of student learning measures in preps with partially aligned assessments	Does not take partial alignment into consideration	Measures based on assessments determined to be partially aligned are supplemented with second measures
Different scoring thresholds will be used	Teachers are ranked by percentile, and teachers who achieve a score greater than the average will receive an ASPIRE award	<ul style="list-style-type: none">▪ Scores that are 2 or higher will get the highest ratings▪ Scores between -1 to 1 are defined as meeting expectations▪ Scores that are -2 or lower will get the lowest ratings



Ms. Smith: ASPIRE v. The Appraisal and Development System

School: East Middle School

Name: Ms. Smith

Job Title: Teacher, Math

Grade Level: 6

ASPIRE

Students take STAAR in math.

EVAAS on STAAR is used to calculate Ms. Smith's ASPIRE award amount in Strand 2 (Individual Teacher Award).

Ms. Smith's Teacher Gain Index is negative 0.5, showing her students made slightly below average growth, so Ms. Smith did not receive an ASPIRE award in Strand 2.

Appraisal and Development System

Students take STAAR in math.

EVAAS on STAAR is used as this teacher's first measure, and Comparative Growth on Stanford math is used as a second measure.

Ms. Smith's Teacher Gain Index is negative 0.5, which is in the range for a Student Progress rating of "Effective" on EVAAS and will be combined with her Comparative Growth score for an overall Student Performance rating.



Measure #2: Comparative Growth on District-wide EOY/EOC Assessments

What is Comparative Growth?

A district-rated measure of the extent to which students achieve an ambitious but feasible amount of growth as determined by benchmark scores for similarly performing students

What Assessments are Used?

Stanford and APRENDA

Appraiser's Role in Implementation

HISD's Department of Research and Accountability will calculate teachers' results for comparative growth. Appraisers will then use district rules to translate results into ratings for the appraisal system.

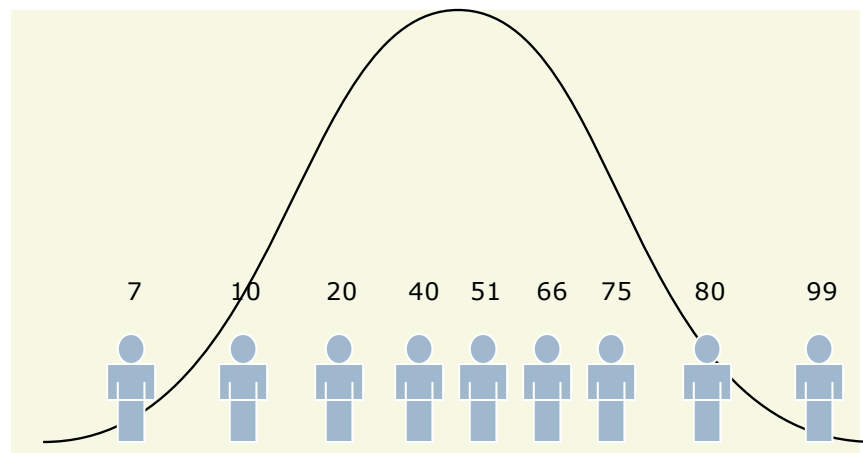
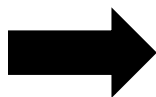
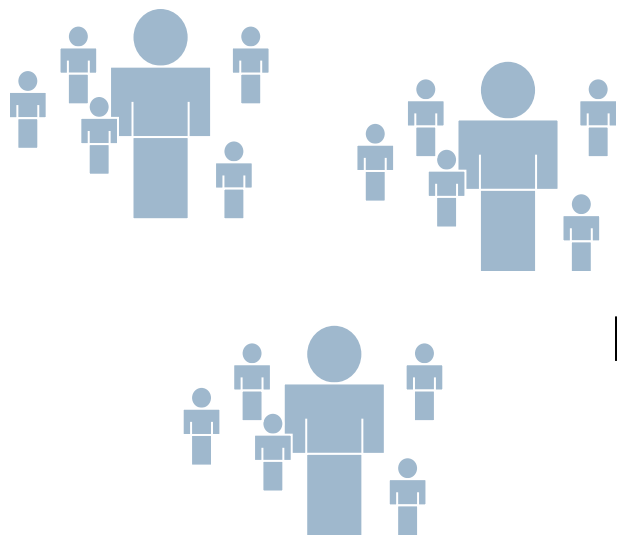
Teacher's Role in Implementation

Determining a rating requires no additional steps by the teacher.



Overview of Comparative Growth Model (CGM) Approach

Step 1) Determine All HISD Students' Comparative Growth Scores



Each student is placed into a group based on matches on three criteria:

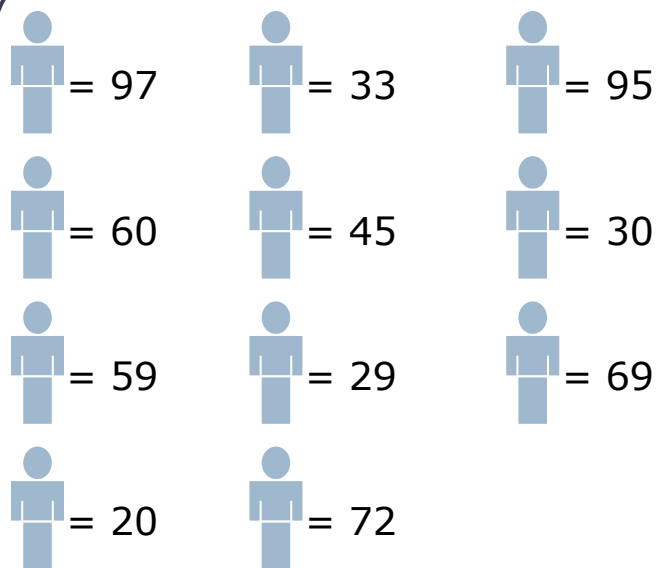
- Language of the test they took last year (APRENDA or Stanford),
- Their NCE score on that test, and
- Language of the test they took this year (APRENDA or Stanford)

Students are ranked within their group (percentile) using their current year's scores. Each student's Comparative Growth score is their percentile ranking within their group.

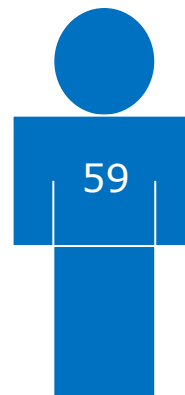


Overview of Comparative Growth Model (CGM) Approach

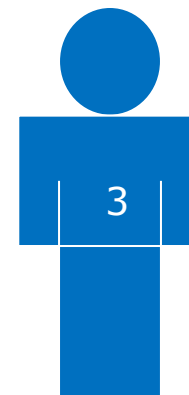
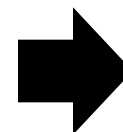
Step 2) Determine Each Teacher's Score



HISD's Research and Accountability office confirms each teacher's rosters using data from the roster verification process



Research and Accountability then calculates the median score for each teacher's students. This serves as the teacher's comparative growth score.



Appraisers translate scores into 1 to 4 ratings using the following thresholds:

- 1: <30
- 2: 30 to 39
- 3: 40 to 59
- 4: 60+



Measures #3 and #4: Students' Progress on EOY/EOC Assessment or Performance Tasks/Products

What is Students' Progress on EOY/EOC Assessment or Performance Tasks/Products?

An **appraiser-rated** measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points

What Assessments or Performance Tasks/Products are Used?

District-wide or appraiser-approved

Appraiser's Role in Implementation

Manage approval of EOY/EOC assessments or performance tasks/products, student starting points, and student goals at the beginning of the school year, and rate teacher impact on student progress once EOY/EOC assessment or performance task/product data is available

Teacher's Role in Implementation

Identify or develop assessments/performance tasks/products for appraiser approval; Determine student starting points; Determine student goals unless the district has assigned them on district-wide assessments; And provide EOY/EOC assessment or performance task/product data for appraiser to review and rate



Beginning the 2012-2013 school year, students' progress will be measured through a year-long process.

In the Fall:

You and your appraiser:

- Decide upon an end-of-course/year assessment or task
- Set starting points and goals for each students, using a qualitative process, based upon evidence of their knowledge of content and skills

At the end of the year or in the summer:

You will:

- Share your student scores with your appraiser

Your appraiser will:

- Review your students' scores, starting points, and goals
- Determine whether you made ambitious and feasible progress with your students



Measure #5: Students' Attainment on EOY/EOC Assessments

What is Students' Attainment on EOY/EOC Assessments?

An **appraiser-rated** measure of the proportion of students who performed at a target level, regardless of their starting points

What Assessments are Used?

District-wide or appraiser-approved

Appraiser's Role in Implementation

Appraiser role is limited. Only some objectives in pre-kindergarten classes will be assessed using attainment.

Teacher's Role in Implementation

Teachers will provide end of year scores to appraisers to review and rate.



Review: Types of Student Performance Measures

Measure	Type of Assessment	Type of Metric
1) Value-added growth (e.g., EVAAS)	District-wide	Value-added growth
2) Comparative growth on district-wide assessments	District-wide	Comparative growth
3) Students' progress on district-wide or appraiser-approved EOY/EOC assessments	District-wide or Appraiser-approved	Students' progress
4) Students' progress on culminating, district-wide or appraiser-approved EOY/EOC performance tasks or work products	District-wide or Appraiser-approved	Students' progress
5) Students' attainment on an appraiser-approved or district-wide EOY/EOC assessment	District-wide or Appraiser-approved	Students' attainment



Guiding principles to direct the selection of student performance measures for teachers

Beginning in 2012-13, appraisers will be responsible for assigning measures to each of their teachers. Appraisers can consult with teachers to understand their curricula and assessments, but ultimately the decision rests with the appraiser.

- ▶ The system will require all teachers and appraisers to use the most accurate and fairest measures for each subject/grade.
- ▶ Teachers will have at least one measure of student learning for each major subject/grade or course (i.e., each major prep) that they teach.
- ▶ If a teacher has only one prep, they will have two measures for that prep.
- ▶ A teacher can never have Value-Added as their only type of measure.
- ▶ Two measures will be required for some preps regardless of other preps assigned. This applies to grades 6-8 Science, Social Studies and ELA (in some cases).



Activity: Summing Up Student Performance

Directions

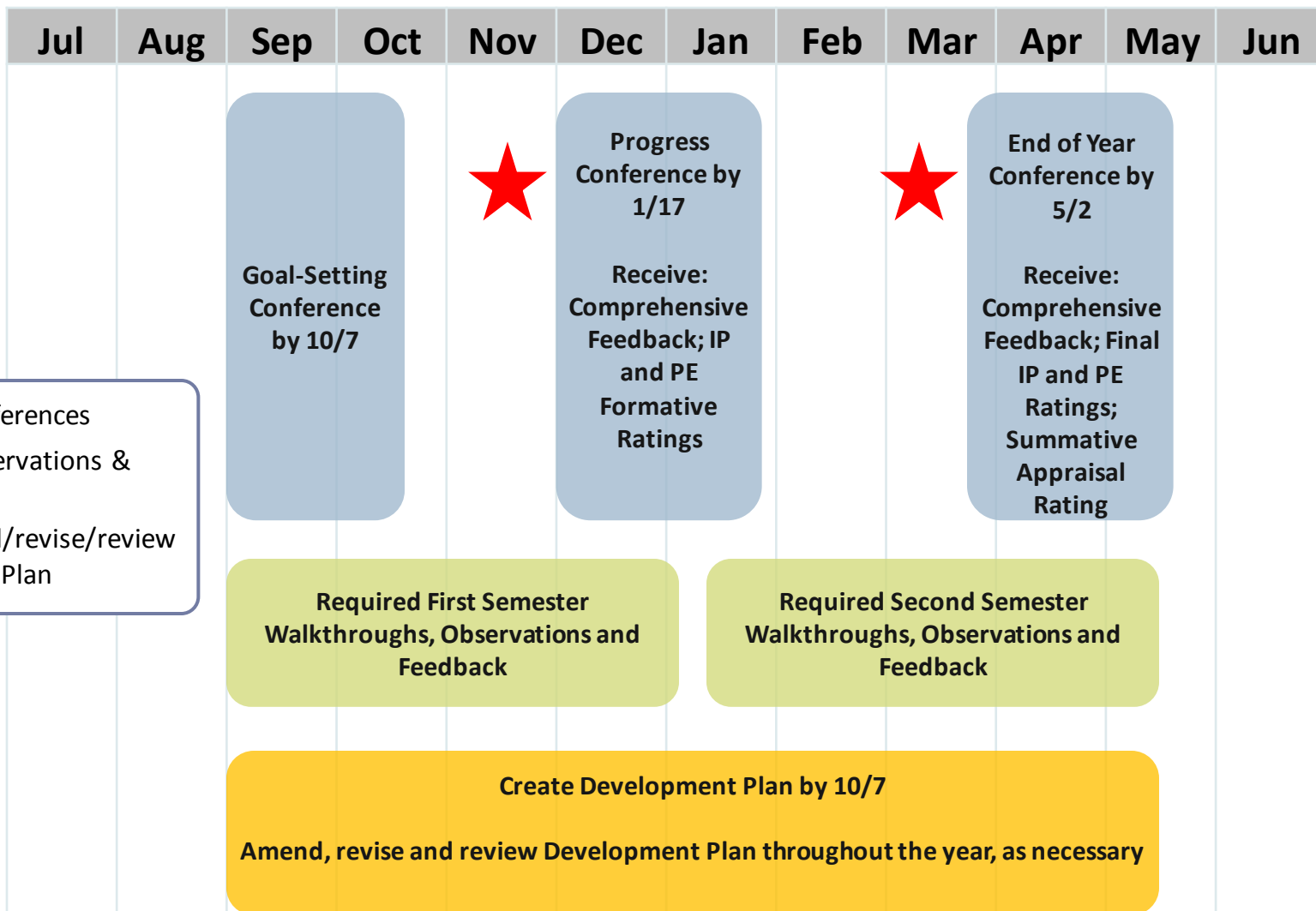
- **Write** two things you heard and one question you still have
- **Discuss** with a small group



Formative, Final and Summative Appraisal Ratings



Timeline at a Glance



- Required Conferences
- Required Observations & Walkthroughs
- Create/amend/revise/review Development Plan



Determining Formative IP and PE Ratings

	Appraisal and Development Criterion		Level
Planning	PL-1	Develops student learning goals	
	PL-2	Collects, tracks, and uses student data to drive instruction	
	PL-3	Designs effective lesson plans, units, and assessments	
Instruction	I-1	Facilitates organized, student-centered, objective-driven lessons	
	I-2	Checks for student understanding and responds to student misunderstanding	
	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	
	I-5	Maximizes instructional time	
	I-6	Communicates content and concepts to students	
	I-7	Students expected to perform at high levels	
	I-8	Students actively participating in lesson activities	
	I-9	Sets and implements discipline management procedures	
	I-10	Builds a positive and respectful classroom environment	

	Appraisal and Development Criterion		Level
Professional Expectations	PR-1	Complies with policies and procedures at school	
	PR-2	Treats colleagues with respect throughout all aspects of work	
	PR-3	Complies with teacher attendance policies	
	PR-4	Dresses professionally according to school policy	
	PR-5	Collaborates with colleagues	
	PR-6	Implements school rules	
	PR-7	Communicates with parents throughout the year	
	PR-8	Seeks feedback in order to improve performance	
	PR-9	Participates in professional development and applies learning	



Determining the Formative and Final IP and PE Ratings.

Step 1: Appraiser will provide you with a level in each IP and PE criterion

Step 2: Appraiser will sum the levels in IP and PE to obtain an overall score

Step 3: Appraiser will use the tables below to identify the formative rating based on the range

Instructional Practice Score Ranges	
<i>IP Rating</i>	<i>Total Criterion Scores</i>
1	13-24
2	25-34
3	35-43
4	44-52

Professional Expectations Score Ranges	
<i>PE Rating</i>	<i>Total PE Score</i>
1	9-16
2	17-23
3	24-30
4	31-33

Step 4: Appraiser will complete the IP and PE Formative Rating portion of the *Progress Conference Form*, or the IP and PE Final Rating portion of the *End of Year Conference Form*.



Sample: Ms. Smith's Formative IP Rating



Sum of IP criterion levels: **30**

	Appraisal and Development Criterion		Level
Planning	PL-1	Develops student learning goals	1
	PL-2	Collects, tracks, and uses student data to drive instruction	2
	PL-3	Designs effective lesson plans, units, and assessments	1
Instruction	I-1	Facilitates organized, student-centered, objective-driven lessons	2
	I-2	Checks for student understanding and responds to student misunderstanding	3
	I-3	Differentiates instruction for student needs by employing a variety of instructional strategies	2
	I-4	Engages students in work that develops higher-level thinking	2
	I-5	Maximizes instructional time	3
	I-6	Communicates content and concepts to students	2
	I-7	Students expected to perform at high levels	3
	I-8	Students actively participating in lesson activities	3
	I-9	Sets and implements discipline management procedures	3
	I-10	Builds a positive and respectful classroom environment	3

Instructional Practice Score Ranges	
<i>IP Rating</i>	<i>Total Criterion Scores</i>
1	13-24
2	25-34
3	35-43
4	44-52



Sample: Ms. Smith's Final IP Rating



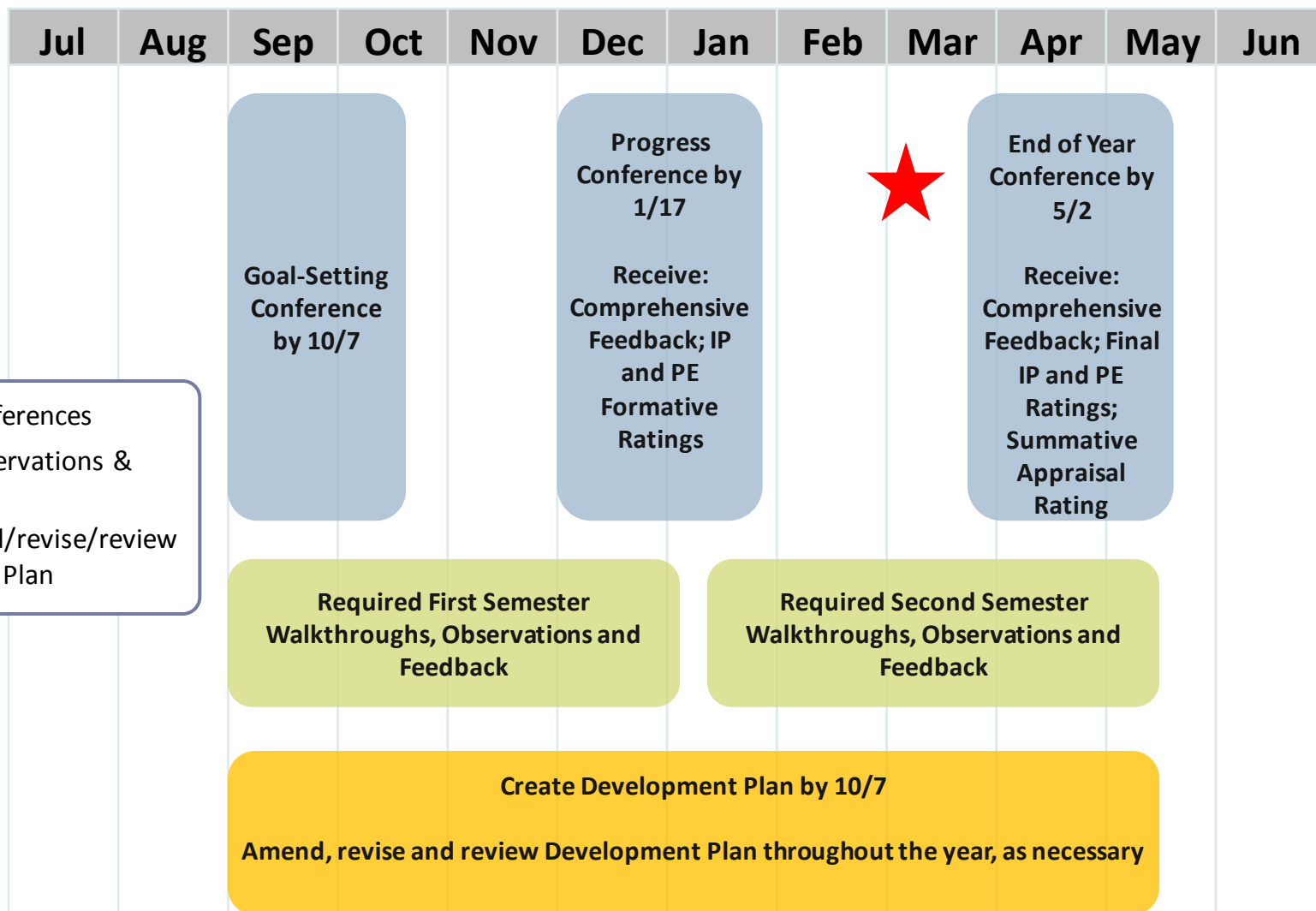
Sum of IP criterion levels: **35**




	Appraisal and Development Criterion		Level
Planning	PL-1	Develops student learning goals	2
	PL-2	Collects, tracks, and uses student data to drive instruction	2
	PL-3	Designs effective lesson plans, units, and assessments	2
Instruction	I-1	Facilitates organized, student-centered, objective-driven lessons	2
	I-2	Checks for student understanding and responds to student misunderstanding	3
	I-3	Differentiates instruction for student needs by employing a variety of instructional strategies	2
	I-4	Engages students in work that develops higher-level thinking	2
	I-5	Maximizes instructional time	4
	I-6	Communicates content and concepts to students	3
	I-7	Students expected to perform at high levels	3
	I-8	Students actively participating in lesson activities	3
	I-9	Sets and implements discipline management procedures	3
	I-10	Builds a positive and respectful classroom environment	4

Instructional Practice Score Ranges	
<i>IP Rating</i>	<i>Total Criterion Scores</i>
1	13-24
2	25-34
3	35-43
4	44-52



Timeline at a Glance



-  Required Conferences
-  Required Observations & Walkthroughs
-  Create/amend/revise/review Development Plan



How to determine your Summative Appraisal Rating during the 2011-2012 school year.

Step 1: Your Instructional Practice final rating will be combined with your Professional Expectations final rating to determine your IP * PE Rating.

Step 2: Your IP * PE rating will be translated into a Summative Appraisal Rating.

Instructional Practice x Professional Expectations

		Instructional Practice			
		1	2	3	4
Professional Expectations	1	1	1	2	3
	2	1	2	3	3
	3	2	2	3	4
	4	2	2	4	4



Summative Appraisal Ratings

4: Highly Effective

3: Effective

2: Needs Improvement

1: Ineffective



Ms. Smith's Summative Appraisal Rating for the 2011-2012 school year.



Step 1: Remember that Ms. Smith's final rating was a "3" in Instructional Practice.

Let's assume that her final Professional Expectations rating was a "2."

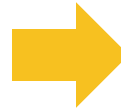
Ms. Smith's IP * PE rating is a "3."

Step 2: Ms. Smith's IP * PE rating is a "3."

Ms. Smith is an "Effective" teacher.

Instructional Practice x Professional Expectations

		Instructional Practice			
		1	2	3	4
Professional Expectations	1	1	1	2	3
	2	1	2	3	3
	3	2	2	3	4
	4	2	2	4	4



Summative Appraisal Rating Table

4: Highly Effective

3: Effective

2: Needs Improvement

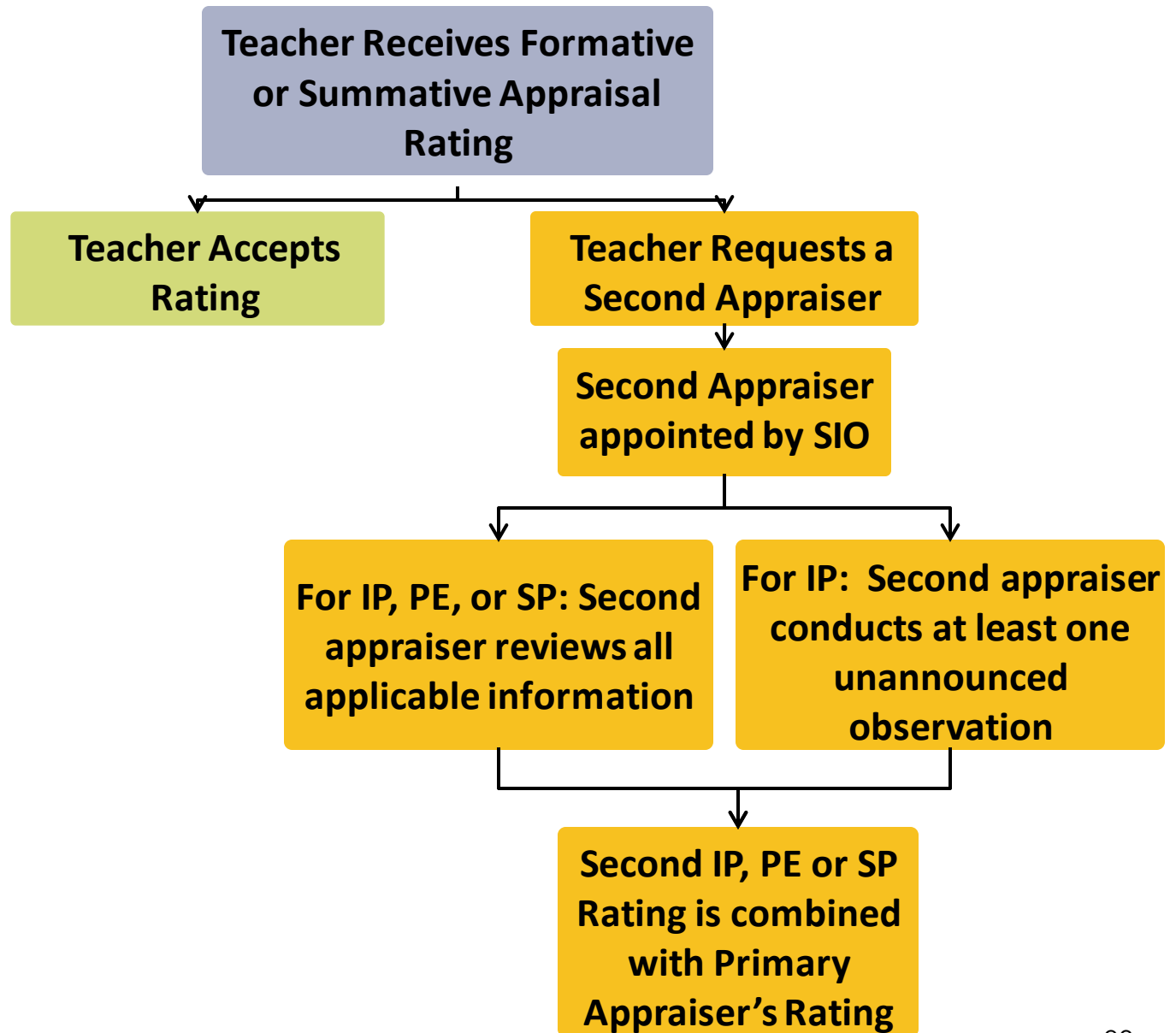
1: Ineffective



Requesting a Second Appraiser



Process for a Second Appraisal





Requesting a Second Appraiser: Guidelines for 2011-2012

Guidelines

- You **may request a second appraiser** on your formative IP or PE ratings or at the end of the year on your final IP or PE rating
- You may only request a second appraiser for each criteria category once **throughout the school year**
- Requests must be submitted to your appraiser in writing **within 10 instructional days** after receiving the rating
- Second appraisals are **based on individual IP or PE ratings**, not the Summative Appraisal Rating



Closing Activity

Revisit your questions

- ✓ Think back to your question from this morning---
- ✓ If your question was answered, remove from the chart paper.
- ✓ If your question was not answered, leave it up.
- ✓ If you have a new question, post it on the chart paper.



What's Tomorrow?

Tomorrow we will discuss the following:

- ✓ **Review**
- ✓ **Professional Development**