

**2013-2014**  
**Teacher Appraisal and Development**  
**System Update Training**

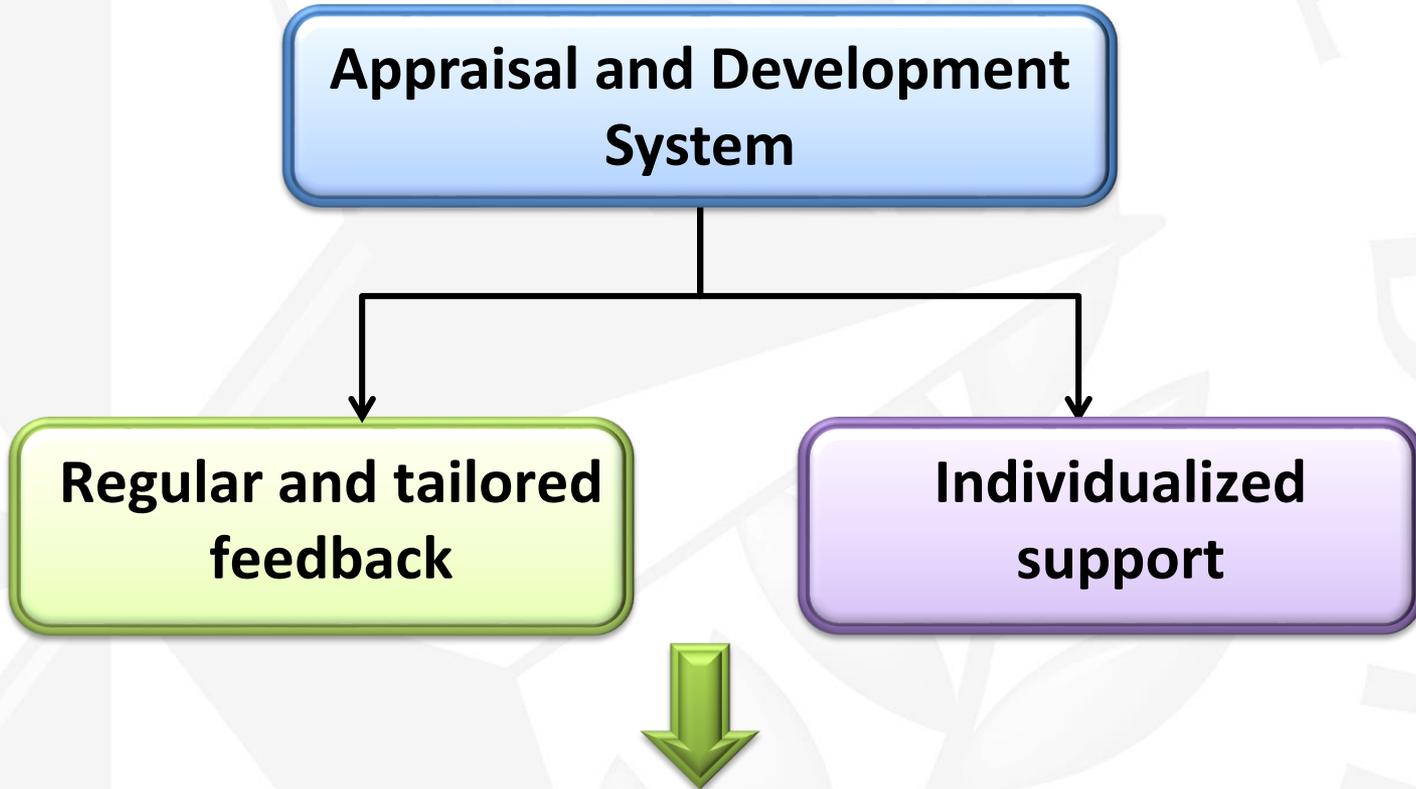
# OVERVIEW

Please be sure you have signed in!!

[Todaysmeet.com/ADTraining](https://Todaysmeet.com/ADTraining)



# Purpose



**Successful Students**



# Local Policy

[DNA](#)(LOCAL)

[DNA](#)(REGULATION)

[Board Approved Calendar](#)



# Appraisal and Development Process

## Self-Reflection

Reflect on performance, student progress, and professional goals

## Individualized Development

Learning activities informed by the development plan: IPDP or PPA

## Appraisal and Development Process

## Conferences

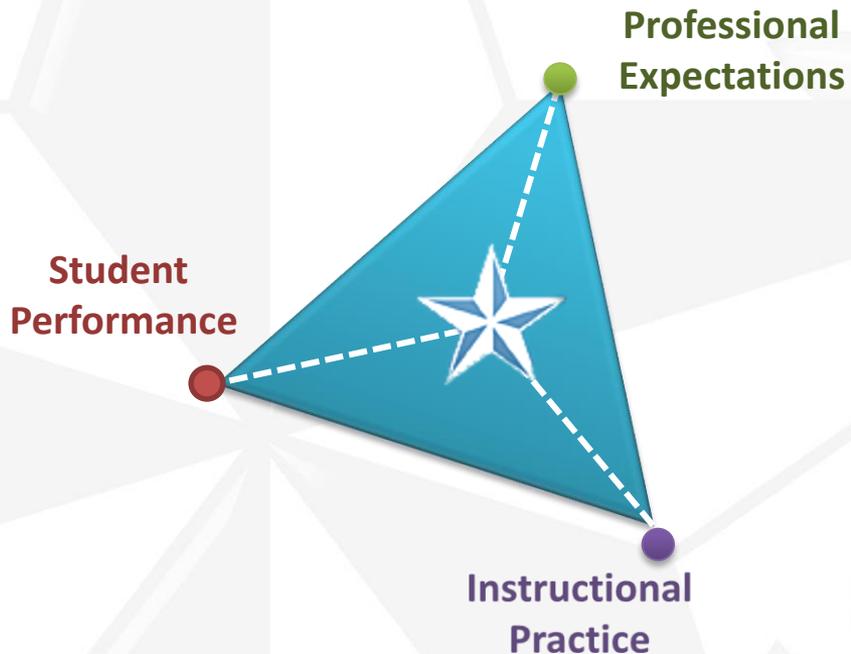
Collaborative meetings between teacher and appraiser

## Observation and Feedback

Observations and walkthroughs followed by formal and/or informal feedback on teaching practice  
(continuous mentoring and coaching)



# Appraisal and Development System Performance Criteria Areas



## **Professional Expectations**

Teacher's efforts to meet objective, measurable standards of professionalism

## **Instructional Practice**

Teacher's skills and knowledge that help promote student learning

## **Student Performance**

Teacher's impact on student learning



# Professional Expectations

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

**Appraisers use multiple sources of evidence.**

*Potential areas include, but are not limited to:*

- Classroom Observations
- Walkthroughs
- Student Work Products
- Student Grade Books
- Teacher's Discipline File
- School Attendance Records
- Tutoring Logs
- Review of Lesson/Unit/Annual Planning
- Communications with Colleagues
- Communications with Parents or Guardians
- Peer Feedback
- Interactions with the Teacher Outside of the Classroom
- Professional Development Artifacts
- Sign-in sheets, agendas, and minutes from PLC and team meetings





# 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



# Professional Expectations Levels

Level 1	Level 2	Level 3	Level 4
Teacher engages in a <b>pattern of not meeting</b> professional expectations (e.g., behavior is either <b>incomplete or absent</b> ).	Teacher <b>does not independently meet</b> professional expectations and <b>requires individualized support</b> or guidance.	Teacher <b>meets</b> professional expectations.	Teacher <b>goes above and beyond</b> professional expectations.



# Instructional Practice

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

**Appraisers will use multiple sources of evidence.**

*Potential areas include, but are not limited to:*

- Classroom observations/walkthroughs
- 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).





# 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

- 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 skills
- I-5 Maximizes instructional time
- I-6 Communicates content and concepts to students
- I-7 Promotes high academic expectations for students
- 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



# Performance Levels

Level 1	Level 2	Level 3	Level 4
Teacher demonstrates instructional practices in a criterion <b>that do not make a sufficient impact</b> on student growth	Teacher demonstrates instructional practices in a criterion that <b>need improvement in order to result in a significant impact</b> on student learning growth.	Teacher demonstrates instructional practices in a criterion that <b>result in a significant impact</b> on student learning growth.	Teacher demonstrates instructional practices in a criterion that <b>result in an exceptional impact</b> on student learning growth.



## **A&D: A CLOSER LOOK**

**LOOK AT THE COLORED DOT ON YOUR FOLDER  
WHICH INDICATES THE APPRAISAL CRITERIA AREA.**

**FIND YOUR SAME DOT PARTNERS.**

**YOU WILL NEED YOUR A&D RUBRICS.**

**YOUR GROUP WILL NEED A RECORDER, A SPOKESPERSON,  
AND A TIME KEEPER.**

**YOU HAVE 10 MINUTES.**



## **A&D: A CLOSER LOOK**

- 1. TOGETHER HIGHLIGHT KEY WORDS FOR RATINGS 2, 3 & 4. MAKE NOTE OF DISTINGUISHING DETAILS BETWEEN THE 3 RATINGS.**
- 2. CITE EXAMPLES OF EVIDENCE THAT WOULD BE FOUND IN LEVEL 3 AND 4 PERFORMANCES. FEEL FREE TO SHARE EXAMPLES FROM YOUR OWN CLASSROOMS.**
- 3. EACH GROUP SPOKESPERSON WILL PRESENT THEIR BEST GROUP EXAMPLES.**



# Student Performance

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

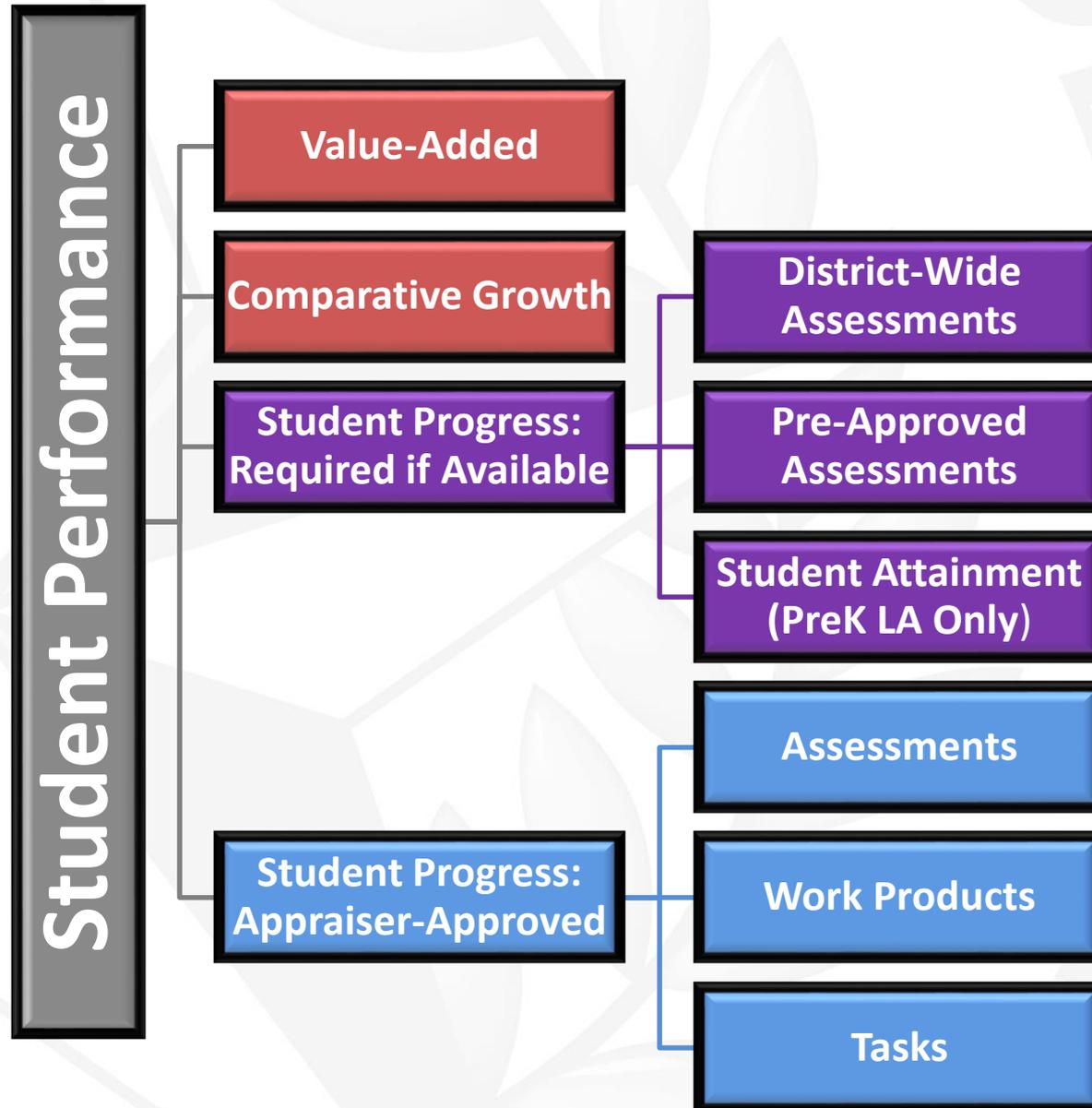
**Appraisers use multiple sources of evidence.**

- Value-added Growth (*e.g.*, EVAAS)
- Comparative Growth
- Students' progress (Required)
  - District-Wide Assessments
  - Pre-Approved Assessments
  - Student Attainment (PreK LA Only)
- Students' progress (Appraiser Approved)
  - Assessments
  - Work Products
  - Tasks





# Student Performance Measures





# Calculating Summative Ratings

## Instructional Practice

Appraiser will provide teacher a final Instructional Practice rating at the End of Year Conference

and

## Professional Expectations

Appraiser will provide teacher a final Professional Expectations rating at the End of Year Conference

and

## Student Performance

Appraiser will provide teacher a final rating on Student Performance, once all data are available



**Summative Appraisal Rating**



# 2012-2013 Summative Ratings

- ✓ Teachers will receive their Summative Appraisal Rating once all their Student Performance data are available.
- ✓ Student Performance data for the 2012-2013 school year will be available during fall 2013 because Value-Added data may not become available until that time.
  - For this reason, teachers with Value-Added data will receive their Summative Appraisal Rating during fall 2013.



# 2013-2014 Student Performance Component

**No work on the Student Performance tool should be done prior to September 9, 2013.**

**Additional information will be provided at that time to begin the process for the 2013-2014 Student Performance Component.**



# 2013-2014

## Appraisal and Development Timeline



**Goal-Setting Conference**  
**Annual Summative Ratings**

10/25  
10/31

**Progress Conference**

1/24

**End of Year Conference**

Submit to teacher 3/14  
Conference 4/4

**Appraisal Training**

9/16

**Fall Staff Review**

11/4-11

**Spring Check In**

2/3-10

Conduct at least two formal 10-minute walkthroughs with written feedback.  
 Conduct at least two formal 30-minute observations with written feedback.  
 A face-to-face feedback session may be conducted at the request of either the appraiser or the teacher.  
 The appraisal period begins 15 instructional days after the update or initial training and ends on 5/29.

Create Development Plan (IPDP or PPA) by 10/25  
 Amend, revise and review throughout the year, as necessary

**Measures Worksheets Completed and Acknowledged**

**Goals Worksheets/Assessments Completed**

Completed 9/23  
 Acknowledged 10/7

Year long Courses 10/25  
 Single Semester (A) 9/24  
 Single Semester (B) 2/7

**Students' Progress EOY Assessments**

5/30





# Questions???

**Questions regarding the  
appraisal process or system  
may be addressed to:**

**Human Capital Accountability**

**713-556-6903**