Teacher Update Appraisal Training
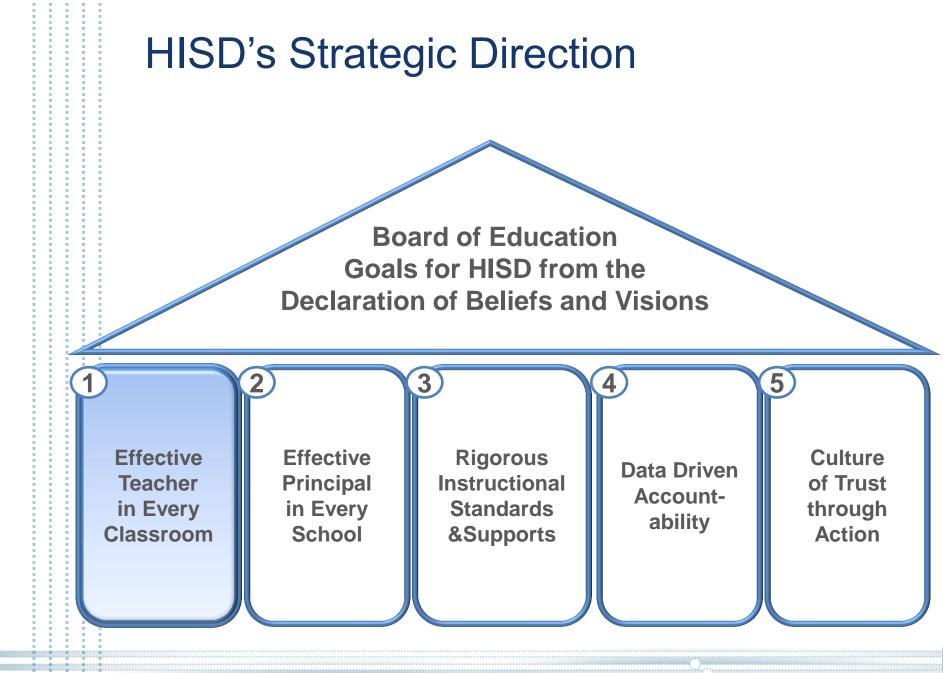
2014-2015

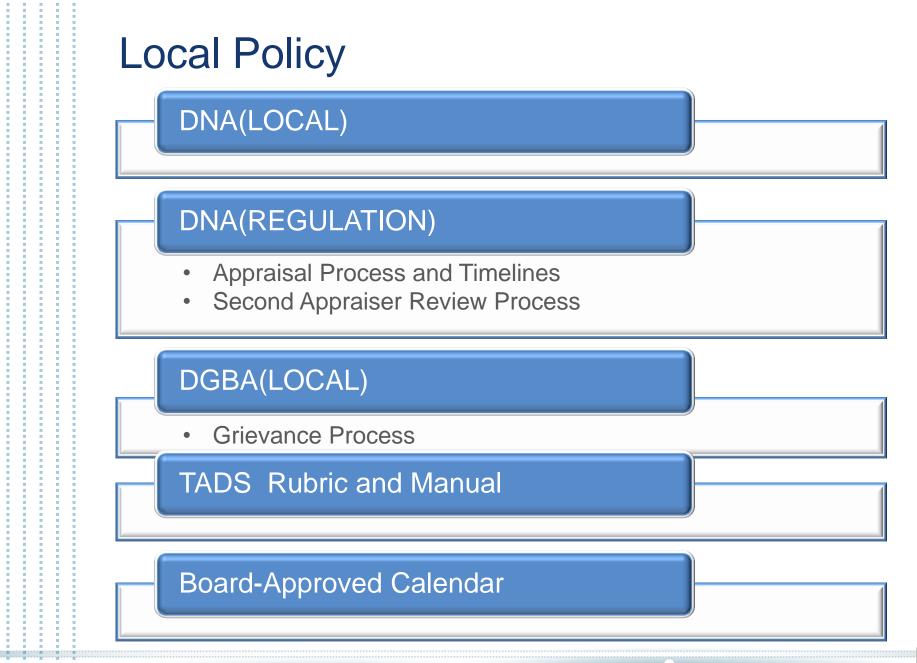# Course Objectives

➢ Understand the 3 measures of TADS as part Instructional Practice, Professional Expectations, and Student Performance

➢ Understand the timeline and key dates, and changes in policy regarding TADS

➢ Become familiar with resources available to support your professional development throughout the school year

Appraisal System and Process Overview

HISD's Strategic Direction

**Board of Education
Goals for HISD from the
Declaration of Beliefs and Visions**

1 Effective Teacher in Every Classroom

2 Effective Principal in Every School

3 Rigorous Instructional Standards &Supports

4 Data Driven Account-ability

5 Culture of Trust through Action

Local Policy

DNA(LOCAL)

DNA(REGULATION)

- Appraisal Process and Timelines
- Second Appraiser Review Process

DGBA(LOCAL)

- Grievance Process

TADS Rubric and Manual

Board-Approved Calendar

Appraisal and Development Timeline

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

Goal-Setting Conference; Annual Summative Ratings

10/31/14

When available

Progress Conference; Request for Second Appraiser Review

1/30/15

Within 10 working days

End of Year Conference; Request for Second Appraiser Review

4/10/15-Deadline to submit to teacher
4/20/15 Conference deadline

Within 10 working days- 5/4/15

Appraisal Training

9/16/14

Fall Staff Review

11/3-10/14

Spring Check In

2/2-9/15

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Create Development Plan (IPDP or PPA)
Amend, revise and review throughout the year, as necessary
10/31/14: IPDP Deadline

Measures Worksheets

Goals Worksheets/Assessments Completed

9/19/14 Submitted to Teacher
10/6/14 Acknowledged by Teacher

10/31/14: Yr
10/20/14: A
2/6/15: B

Results Worksheets

Submitted to Appraiser

Acknowledged by Appraiser

12/12/14: A
5/28/15: Yr/B

12/19/14: A
5/29/15: Yr/B

Resources

Board Policy and Regulations

Board Approved Calendar

Teacher Appraisal and Development Rubric and Manual

School Guidelines

On-Line Tools and Navigation Guides

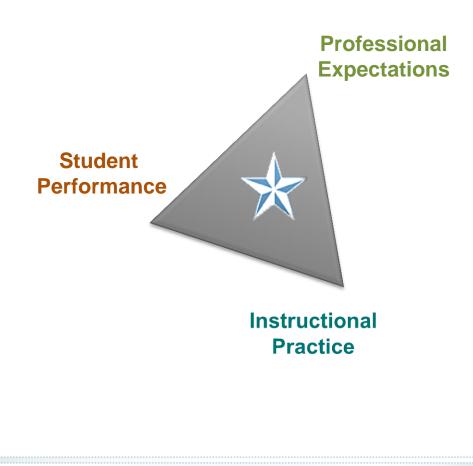Employee Appraisal Web Site

Teacher Appraisal And Development System

Appraisal and Development System Performance Criteria Areas

Professional Expectations

Student Performance

Instructional Practice

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

What are Professional Expectations?

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

Where can appraisers look to assess 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.).

Professional Expectations Criteria

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

Professional Expectations Criteria
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 **pattern of not meeting** professional expectations (e.g., behavior is either **incomplete or absent).**	Teacher **does not independently meet** professional expectations and **requires individualized support** or guidance.	Teacher **meets** professional expectations.	Teacher **goes above and beyond** professional expectations.

Sources of evidence for Professional Expectations 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

Materials
Communications with Colleagues
Communications with Parents or Guardians
Peer Feedback
Interactions with the Teacher Outside of the Classroom
Professional Development Artifacts

- **Documented through memorandum**
- **Shared with teacher within 10 working days from the event or receipt of notice.**

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 Instructional Practice?

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 **that do not make a sufficient impact** on student growth	Teacher demonstrates instructional practices in a criterion that **need improvement in order to result in a significant impact** on student learning growth.	Teacher demonstrates instructional practices in a criterion that **result in a significant impact** on student learning growth.	Teacher demonstrates instructional practices in a criterion that **result in an exceptional impact** on student learning growth.

Types of Evidence

The Instructional Practice rubric requires that you observe the actions of the teacher and students. You may consider the following for sources of evidence:

- 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

Conferences
Goal Setting/Summative
Progress
End of Year

Appraisers and teachers may request a conference at any time.

Prior to the Goal Setting Conference

Appraisers	Teachers
■ Schedule time with the teacher	■ Reflect on his or her teaching practice to date and consider focus areas and professional targets *(recommended activity)*
■ Review the teacher's prior year's performance and any relevant student data	
■ Submit the teacher's Measures Worksheet by **September 19, 2014**	■ Draft Individual Professional Development Plan Prepare to review development plan and progress *(recommended activity)*
■ Review teacher's development plan and make recommendations, as necessary	■ Acknowledge Measures Worksheet by **October 6, 2014**

Development Plans

Types of Development Plans

Individual Professional Development Plan (IPDP)

Must be created by 10/31/14

- Plan for teachers who are, **overall, meeting performance expectations**
- Applicable to teachers whose **performance is not of specific concern** to the appraiser
- **Teacher drives** the development of the plan **in collaboration** with appraiser
- Targets, focus areas, and activities are **identified collaboratively**

Prescriptive Plan for Assistance (PPA)

- Plan for teachers whose **performance is of concern** to his/her appraiser, due to poor performance
- Identifies specific areas and **interventions for improvement**
- **Appraiser determines** placement on a PPA and drives its development
- Targets, focus areas, and activities **are identified by the appraiser**
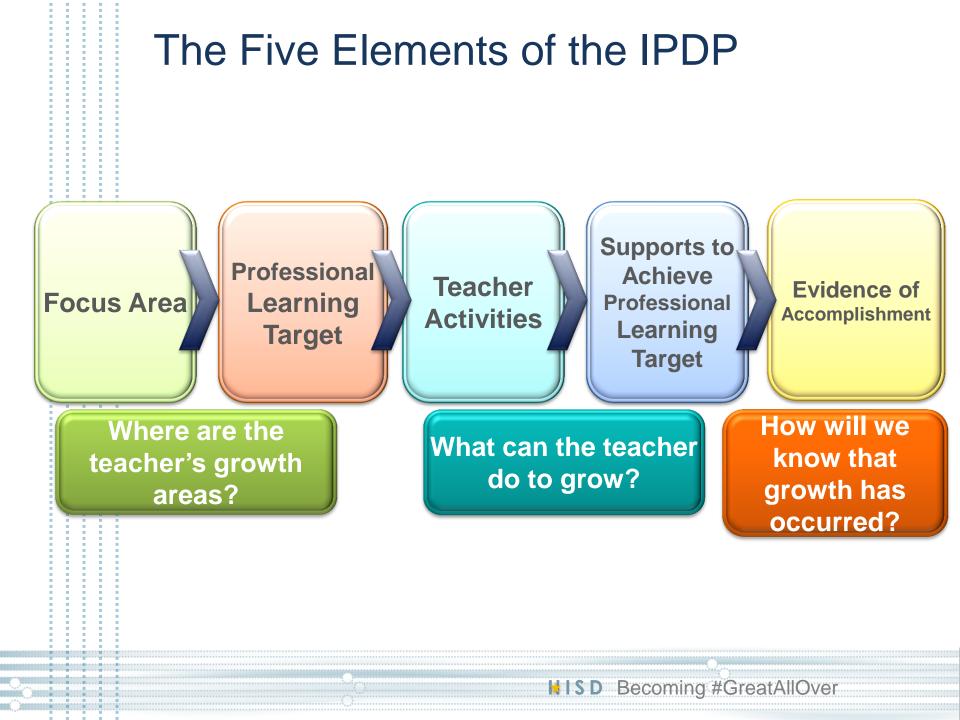
IPDP: A Meaningful Development Tool

❖ Teachers use rubric-aligned evidence to identify relevant development areas and professional development activities that further student learning.

❖ Appraisers align instructional practice feedback to development areas.

❖ Appraisers and teachers frequently reflect on progress toward development areas and adjust development activities, as necessary

Implications of Using the IPDP as a Meaningful Development Tool

- Improves the teachers' development experience by ensuring **development plans are revisited, supported, and acted upon** by appraisers throughout the year

- Provides teachers with the **opportunity to reach their full potential**

- **Ensures that our students learn,** by providing teachers with professional learning opportunities in areas where they need to develop

- Promotes a **culture where professional learning and growth is valued** and acted upon

The Five Elements of the IPDP

Focus Area

Professional Learning Target

Teacher Activities

Supports to Achieve Professional Learning Target

Evidence of Accomplishment

Where are the teacher's growth areas?

What can the teacher do to grow?
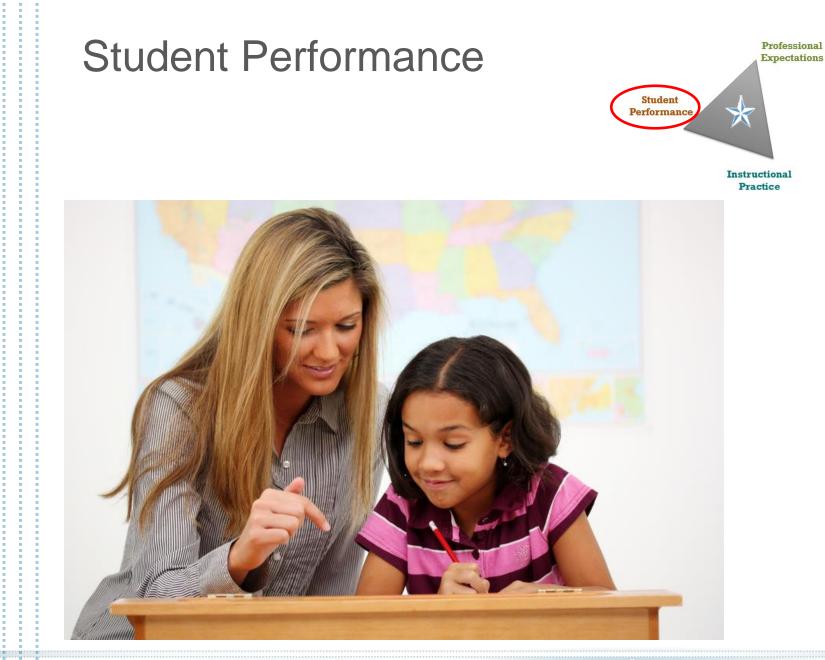
How will we know that growth has occurred?

IPDP Partner Reflection

With a partner discuss the following :

- How will you use the IPDP as a growth and development tool?

- What are two (2) ways that you can ensure the IPDP is at the forefront of your conversations with your appraiser?

Student Performance

Professional
Expectations

Student
Performance

Instructional
Practice

Student Performance

What is Student Performance?

Student Performance (SP) accounts for how much teachers help students learn. SP measures the *outputs* of a teacher's efforts in Instructional Practice and Professional Expectations.

How will Student Performance be assessed?

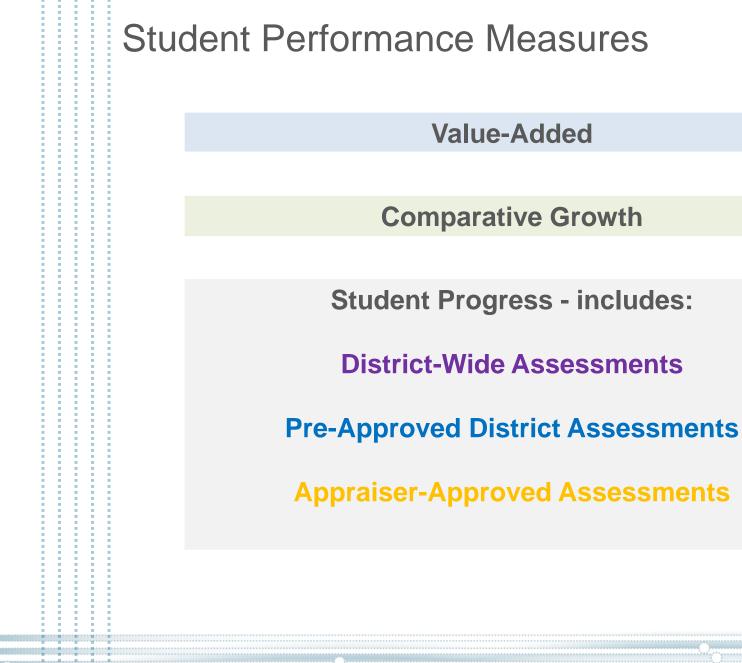Depending on what they teach, teachers will have any combination of 3 types of SP measures:

- **Value-Added Growth**
- **Comparative Growth**
- **Student Progress (max. 2)**

"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

Note: Pre-K teachers will have one Student Attainment measure in addition to Student Progress measures.

Student Performance Measures

Value-Added

Comparative Growth

Student Progress - includes:

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments

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HISD Beco

Know where to access the Student Performance technology tool.

Your **User Id** is the same as your HISD Network ID.

Your **Password** is the same as the HISD Network password you use when you log on to your computer.

http://www.houstonisd.org/Page/75040

Student Performance Measures

Value-Added

Comparative Growth
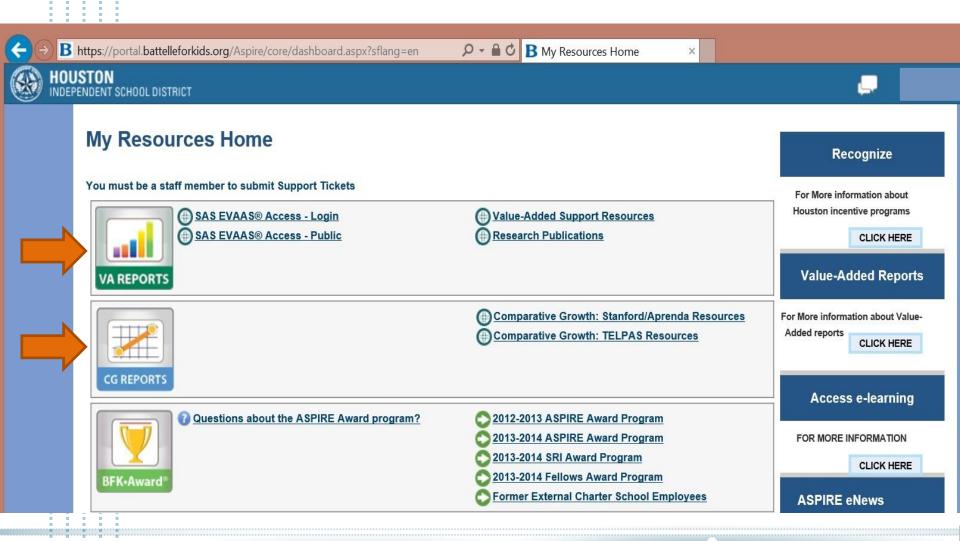
Student Progress, includes:

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments

For more information on Value-Added and Comparative Growth, visit the ASPIRE portal.

What courses will Value-Added apply to?

Educator Value-Added Assessment System (EVAAS), calculated by SAS EVAAS, is used in grades and subjects or courses with specific cumulative, standardized assessments:

STAAR EOYs	Iowa/Logramos	STAAR EOCs
• Grades 3-8 Reading • Grades 3-8 Math • Grades 5 & 8 Science • Grade 8 Social Studies	• Grades 3-8 Language • Grades 4, 6, 7 Science • Grades 4-7 Social Studies	• English I and II • Algebra I • Biology • US History

Measures of Student Learning

Value-Added

Comparative Growth

Student Progress, includes:

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments

What courses does Comparative Growth apply to?

TELPAS (English language proficiency assessment for ELLs)	**Iowa/Logramos (Norm-referenced assessment)**
• Grades 3-8 Reading *Note: TELPAS is used as a Student Progress measure in Grades K-2 and 9-12.*	• Grades 2-8 Reading • Grades 2-8 Math • Grade 2 Language • Grades 5 & 8 Science • Grade 8 Social Studies • Special Education courses where Iowa is administered

Student Performance Measures

Value-Added

Comparative Growth

Student Progress, includes:

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments

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HISD Beco

What courses does Student Progress apply to?

Student Progress
Student Progress measures include:

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments

District-Wide Assessments

STAAR-Accommodated (Special Education students only)	District-Wide Assessments	Other Assessments
• STAAR EOY grades/subjects • STAAR EOC courses	• Early Childhood assessment for 4 year-olds	• Iowa/Logramos Grade 1 Reading, Language, and Math • Iowa/Logramos Grade 3 Science and Social Studies • TELPAS (ELLs, Grades K-2, 9-12) • Advanced Placement (AP) and International Baccalaureate (IB) exams, all subjects

These assessments are **<u>required</u>** by the district.

Pre-Approved Assessments

Elementary

- Kindergarten Reading
- Kindergarten Writing
- Kindergarten Math
- Grade 3 Phys. Ed.
- Grade 4 Science
- Grade 4 Social Studies
- Grade 5 Social Studies
- Grade 5 Phys. Ed.

Middle

- Grade 6 Science
- Grade 7 Science
- Grade 6 Social Studies
- Grade 7 Social Studies
- Spanish 7 (1A)
- Spanish 8 (1B)
- French 7 (1A)
- French 8 (1B)
- Grade 8 Physical Education

High

- English I (Regular)
- English II (Regular)
- Algebra I (Regular)
- Biology (Regular)
- U.S History (Regular)
- English IV (Regular)
- Integrated Physics and Chemistry
- Math Models with Applications
- Pre-Calculus
- Spanish I
- Spanish II
- French I
- Health
- Government
- Economics
- Grade 9 Foundations of Personal Fitness
- Individual Sports
- Team Sports

These assessments are **<u>required</u>** by the district.

Appraiser-Approved Assessments

What are appraiser-approved assessments?

Assessments that are:

- Purchased as part of the school curriculum

- Identified, compiled or developed by a team of teachers

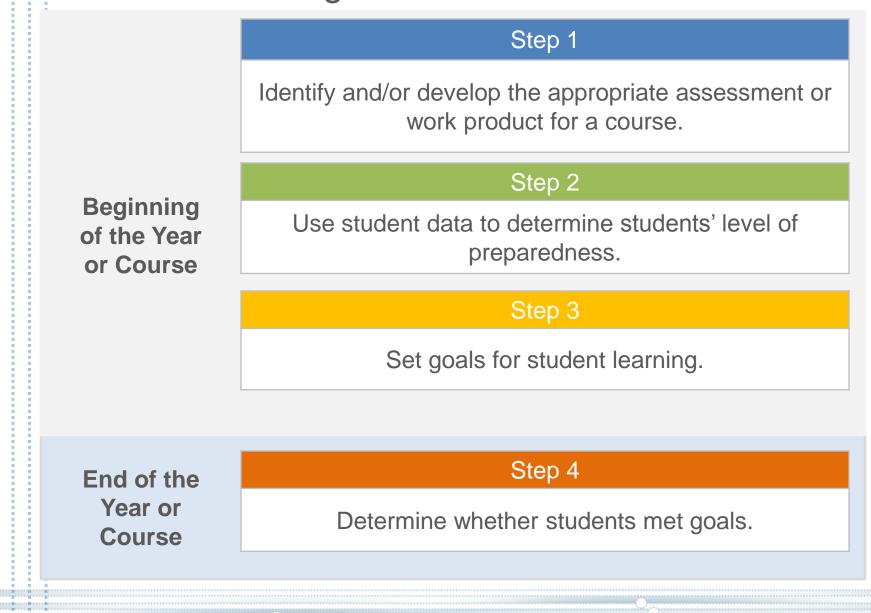- Identified, compiled or developed by an individual teacher

Which teachers will have appraiser-approved assessments?

Teachers who have been assigned a course with a Student Progress measure that:

- Do not have a district-wide assessment or pre-approved district assessment available

- Includes most enrichment (fine arts, some P.E.) teachers

The Student Progress Process

Beginning of the Year or Course

Step 1
Identify and/or develop the appropriate assessment or work product for a course.

Step 2
Use student data to determine students' level of preparedness.

Step 3
Set goals for student learning.

End of the Year or Course

Step 4
Determine whether students met goals.

Step 1: Identify and/or develop the appropriate assessment or work product for a course.

Step 1
Identify and/or develop the appropriate assessment or work product for a course.

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments

Appraiser-Approved Assessment Checklist

Instructions

Teachers: Please attach a copy of this checklist to the Student Progress summative assessment, performance task, or work product you have identified or developed for the course/subject. Complete the Teacher portions and submit the assessment and checklist to your appraiser.

Appraisers: Please review the assessment and verify that it meets the criteria in this checklist. At the end, approve the assessment as is, or give specific feedback and require the teacher to resubmit it by the specified date.

Subject/Course: _____ Grade Level(s): _____

Teacher: _____ Appraiser: _____

Criterion	Considerations (Check all that apply.)	Teacher	Appraiser
Alignment and Stretch	• Items/tasks cover key subject/grade-level power objectives	☐	☐
	• Items/tasks cover other knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in their career/life	☐	☐
	• As appropriate to the course, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course; rubrics have sufficient stretch	☐	☐
	• More complex and more important items/tasks have more weight (count more)	☐	☐
Evidence (from teacher) or Feedback (from appraiser)			
Rigor and Complexity	• Overall, the items, tasks, rubrics are appropriately challenging for the grade level/course (e.g., at right level of Bloom's/Depth of Knowledge and appropriate reading level)	☐	☐
	• Many items/tasks require critical thinking and application	☐	☐
	• Multiple-choice questions are appropriately rigorous or complex (e.g. multistep)	☐	☐
	• Key power objectives are assessed at greater depths of understanding and/or complexity	☐	☐
Evidence/Feedback			

Step 2: Use student data to determine students' levels of preparedness

The Student Progress process is similar to how we generally diagnose our students' levels of preparedness: we look at various sources of evidence to determine what students know and can do.

Sources of Evidence

- Prior student assessment data

- Diagnostic assessments

- Student observations, where appropriate

- Student grades, where appropriate

Starting Point Category	At the beginning of the course students have mastered . . .
4	**all prerequisite objectives** for the specific course/grade and some course/grade objectives
3	the **vast majority of the prerequisite objectives** for the specific course/grade
2	**some but not all prerequisite objectives** for the specific course/grade
1	**few prerequisite objectives** for the specific course/grade

Step 3: Set goals for student learning
District-Wide Assessments

District-wide assessments have pre-established goals that pre-populate in the Student Performance tool once starting points are selected by the teacher.

Exception: Teachers with courses assigned STAAR-Accommodated available must set goals.

EXAMPLES (TARGETS SUBJECT TO UPDATE FOR SY 14-15):

Grade 1 Logramos Math

Starting Point Category	Target NCE
4	96
3	79
2	62
1	42

Grade 3 Iowa Science

Starting Point Category	Target NCE
4	67
3	49
2	36
1	24

Step 3: Set goals for student learning
Pre-Approved District Assessments & Appraiser-Approved Assessments

Teachers must set goals for each student starting point category for courses assigned a **pre-approved district assessment** or **appraiser-approved assessment.** Goal-setting relies on the professional judgment of the teacher and appraiser. Students' goals must be **ambitious and feasible**.

	Example 1			Example 2	

Starting Point Category	Goal Score on Pre-Approved Assessment (100 pt. scale)		Starting Point Category	Goal Score on Appraiser-Approved Assessment (Rubric 1-6 scale)
4	90		4	6
3	80	OR	3	5
2	75		2	4
1	70		1	3

Guidance on setting student starting points and goals is available online in the Student Performance Guidebook.
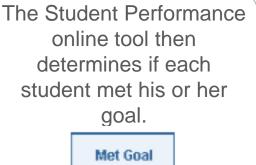
Step 4: Determine whether students met goals

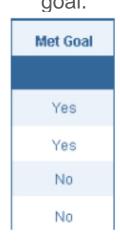At the end of the year or course *students* will complete the summative assessment.

Teachers complete and review the Results Worksheet and submit to their appraiser.

For courses with district-wide assessments: students' assessment score will be automatically entered in the **Score** column.

For courses with pre-approved district assessments and *appraiser-approved assessments:* teacher will enter students' assessment score.

The Student Performance online tool then determines if each student met his or her goal.

Step 4: Determine whether students met goals

Activity

Follow along as I explain how the rubric applies to Ms. Blue, a third grade teacher who teaches a 3rd grade Social Studies course with 30 students.

Student Starting Point Category	# of Students Who Met Goal	# of Students Who Did Not Meet Goal
4	2	3
3	5	0
2	10	5
1	5	0
TOTAL	22	8
Percent	73% of students met Goal	27% of students did not meet goal

Ms. Blue's Student Progress performance level on this measure is a "3."

Step 4: Determine whether students met goals

A teacher's performance level is determined by the percentage of students who meet or exceed their goal, among other factors, as articulated in the Student Progress rubric.

Students' Progress Teacher Performance Level Rubric			
1	**2**	**3**	**4**
• Teacher did not use appraiser-approved assessment/tasks; **or**	• Teacher used an appraiser-approved assessment; **and**	• Teacher used an appraiser-approved assessment; **and**	• Teacher used an appraiser-approved assessment; **and**
• Some students' starting points were not approved by the appraiser; **or**	• Students' starting points were approved by the appraiser; **and**	• Students' starting points were approved by the appraiser; **and**	• Students' starting points were approved by the appraiser; **and**
• Goals were not set for some students; **or**	• Goals were set for students; **and**	• Goals were set for students; and	• Goals were set for students; **and**
• The assessment/tasks were not accurately scored; **or**	• The assessment/tasks were accurately scored; **and**	• The assessment/tasks were accurately scored; **and**	• The assessment/tasks were accurately scored; **and**
• Significant evidence does not support the student progress claims; **or**	• Evidence supports the student progress claims; **and**	• Evidence supports the student progress claims; **and**	• Evidence supports the student progress claims; **and**
• **Less than 50%** of the students met goals**	• **50 to 59%** (most) of the students met goals **or otherwise made ambitious and feasible progress**	• **60 to 84%** (the vast majority) of met goals **or otherwise made ambitious and feasible progress**	• **85%+** (nearly all) of the students met goals **or otherwise made ambitious and feasible progress**

Compliance with the Student Progress process

Percentage of students meeting goals or otherwise making ambitious and feasible progress

The Student Progress Process is carried out in the Goals Worksheet in the SP online tool.

These steps apply <u>ONLY</u> to teachers with Student Progress measures.

1. **TEACHER** logs into the Student Performance Tool

2. **TEACHER** navigates to the Goals Worksheet

3. **TEACHER** identifies an assessment for the course

4. **TEACHER** sets student starting points

5. **TEACHER** sets student goals

6. **TEACHER** submits the worksheet to the appraiser

7. **APPRAISER** approves the worksheet (if no changes are required)

Summative Appraisal Ratings Calculation

Summative Appraisal Ratings weights for each TADS component: 2014-2015 School Year

These weights will apply to ALL teachers.

Weights for Student Performance measures within the Student Performance rating depend on the teacher's measure combinations.

		Measure Combinations					
		VA + CG	VA + CG + Student Progress	CG + Student Progress	CG Only	VA + Student Progress	Student Progress Only
Measure Weights	Value-Added	20%	15%			20%	
	Comparative Growth	10%	10%	20%	30%		
	Student Progress		5%	10%		10%	30%
	Student Performance Subtotal	30%	30%	30%	30%	30%	30%

After weights are applied to final IP, PE, and SP ratings for SY 2014-15, score ranges convert to summative appraisal ratings.

Summative Appraisal Rating	Score Range
Highly Effective (HE)	3.5 – 4.0
Effective (E)	2.5 – 3.4
Needs Improvement (NI)	1.5 – 2.4
Ineffective (IE)	1.0 – 1.4

Professional Support and Development

Resource 1: PSD Website (www.houstonisdpsd.org)

HOUSTON Independent School District **Professional Support & Development**

Instructional Practice | Literacy Routines | Training Opportunities | What We Do

Instructional Practice ▸ I-2 ▸ Elementary

Search... **SEARCH**

Planning
PL-1, PL-2, PL-3

Instruction
I-1
I-2
I-3
I-4
I-5
I-6
I-7
I-8
I-9
I-10

I-2 Elementary

Checks for student understanding and responds to student misunderstanding

Teacher: Ms. Jessica Willie
Content: Social Studies
Grade: 4th
Objective: Compare the cultures and economies of the Northern and Southern states and explain how the Civil War affected the lives of Texans.
Running time: 10:00 minutes

Exemplar Video | Full Length Class

Jessica Willie
4th Grade Teacher
T.H. Rogers Elementary School

To share your comments & feedback, click here

Effective Practices | Rubric Indicators | Reflection Questions | About the Teacher

Effective Practices:
- Cold Call
- Exit Ticket
- Graphic Organizer
- Response Signals
- Structured Peer Conversations

Houston Independent School District | Feedback / Contact Us | Terms & Conditions | Login

Effective Practices

Video Exemplars

Conclusion & Reflections

3-2-1 Activity- Write down

3 new things you learned

2 questions you have

1 goal for you as a teacher for this upcoming school year.