PROFESSIONAL PATHWAYS for TEACHERS

PPfT SUPPORT GUIDE

AUSTIN
Independent School District

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Background

Professional Pathways for Teachers

Professional Pathways for Teachers is a collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, and professional development. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of impacting student achievement.

AISD has spent five years creating, piloting, and reviewing a multi-measure teacher appraisal. The REACH Strategic Compensation program, which was in place for eight years, provided valuable feedback and data around appraisal components and compensation. We have incorporated these elements into a total Human Capital System that will allow teachers to have ownership of their career pathways.

This work was led by a collaborative leadership group who reviews recommendations from a working group of teachers, principals, and administrators. This working group has created a refined appraisal system based on the lessons learned from REACH and the AISD pilot appraisal as well as best practices in evaluation from across the nation.

PPfT Appraisal

AISD has developed an appraisal system to meet the requirements for the new State of Texas appraisal for 2016-2017 for teachers. For the PPfT system, teacher is defined as directly instructing students 50% of the time and is designated a teacher by Human Resources.

Austin ISD has piloted a multi-measure teacher appraisal that covered instructional practice, student growth, professional expectations, student response surveys, and peer observation. The PPfT appraisal system is based on the lessons learned from the pilot appraisal and REACH focusing on professional growth for teachers through a system of feedback and reflection.

 The PPfT Appraisal was developed and implemented with 20 campuses in 2014-2015 to learn what is effective in the system. To align with the TEA timeline for the rollout of the state designed teacher appraisal system, the AISD PPfT appraisal was in a refinement year for 2015-16, and continued at 35 campuses. On February 1, 2016, the Austin ISD Board of Trustees approved the PPfT Appraisal System, unanimously. After two years of refinement and feedback, AISD is ready for district wide roll out, beginning in the fall of 2016-17. There are three PPfT Appraisal Plans.

Working Group	
Alexa Humberson - Teacher	Eddie Curran - Human Resources
Ruben Ramirez - Teacher	Jan John - Professional Development
Sarah Dille - Teacher	Lisa Schmitt - Research and Evaluation
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Jacquie Porter - Teaching and Learning	Dyan Smiley - AFT

Purpose Guiding Principles

Purpose

The ultimate goal of the new teacher appraisal system is to promote professional growth for all teachers, encourage more frequent, timely and formative feedback and to incorporate multiple indicators of success. The new appraisal system will:

- Foster open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and the development of individual and school wide practices that more effectively improve student learning;

- Incorporate multiple measures of teacher effectiveness including in- and out-of-classroom indicators, student learning and growth, and teacher self-reflection; and

- Offer professional development that links to evaluation results.

The new PPfT Appraisal will:

- Be used for continual improvement.

- Use multiple measures to determine performance levels, including as a "significant factor" – data on student growth for all students, and other measures of professional practice (e.g. observations based on rigorous teacher standards, teacher self-assessments, student surveys).

- Evaluate teachers on a regular basis.

- Provide clear, timely, and useful feedback, that identifies areas for growth and guides professional development.

- Develop teachers for Leadership Pathways.

Guiding Principles

The creation of a new Austin ISD teacher appraisal and development system must:

- Reflect Austin ISD's priorities and values.

- Treat teaching as a profession.

- Promote collaboration.

- Provide for the continual professional development of teachers.

- Support student achievement and growth.

- Consider research and best practice.

- Be fair, reliable, equitable, and humanistic.

- Consider all teaching positions.

- Reflect multiple aspects of teaching.

- Be feasible and easily understood.

- Evolve as a work in progress.

- Work as a part of the larger Professional Pathways for Teachers system.

Overview of the System
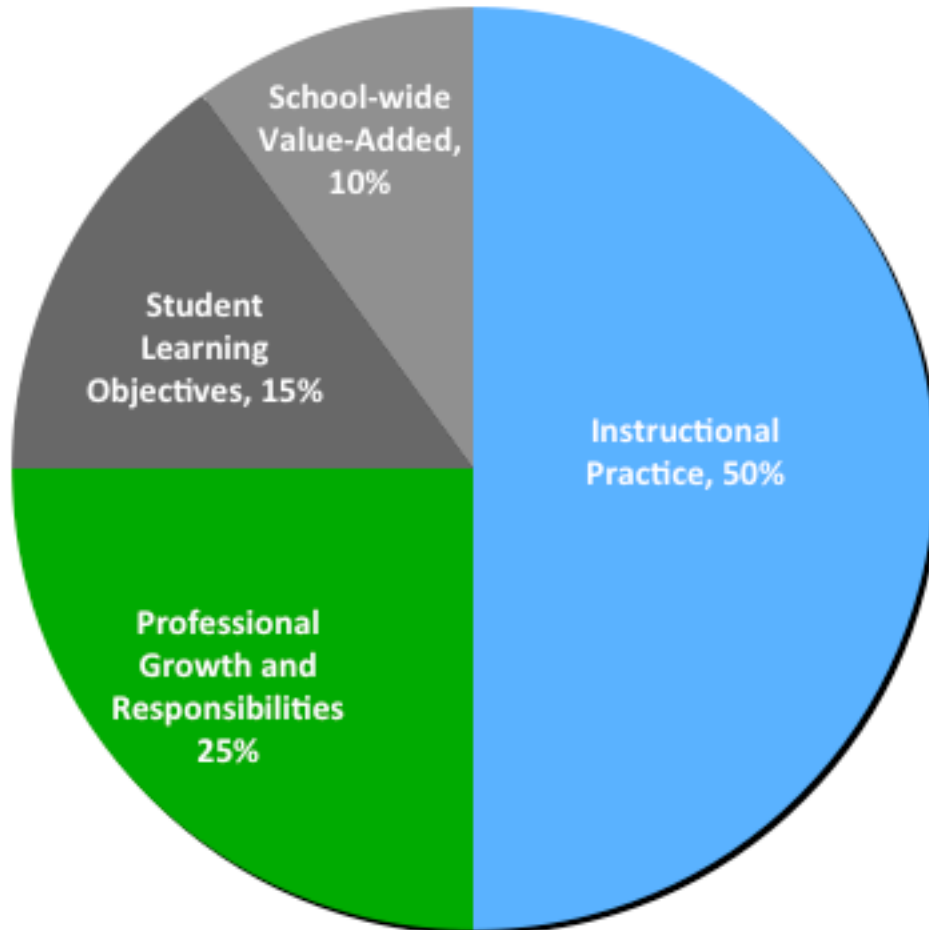
Instructional Practice

2 Announced Observations

- 1 Fall, 1 Spring
- Different Appraiser for each one

2 Classroom Visits

- 1 Fall, 1 Spring
- Different Appraiser for each one (*recommended*)

Rubric that covers 7 strands of observable teaching behaviors

Professional Growth and Responsibilities

Rubric that covers 5 strands related to professionalism
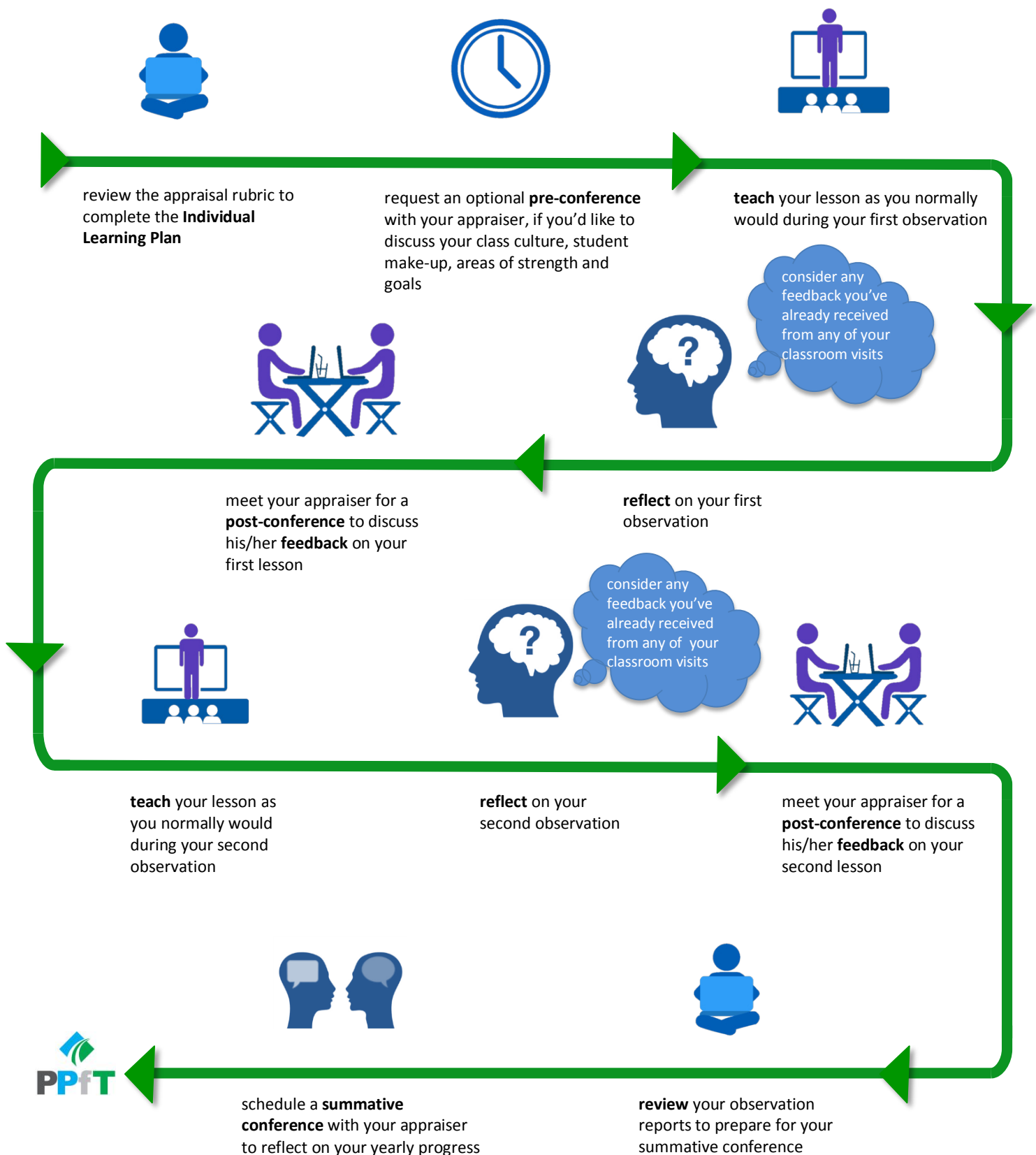
Completed toward the end of the year

Student Growth

1 Student Learning Objective (SLO)

School-wide Value-Added

PPfT Appraisal Plans *for new teachers/new hires and those who will not have student growth are located in the appendix.*

Instructional Practice

review the appraisal rubric to complete the **Individual Learning Plan**

request an optional **pre-conference** with your appraiser, if you'd like to discuss your class culture, student make-up, areas of strength and goals

teach your lesson as you normally would during your first observation

consider any feedback you've already received from any of your classroom visits

meet your appraiser for a **post-conference** to discuss his/her **feedback** on your first lesson

reflect on your first observation

consider any feedback you've already received from any of your classroom visits

teach your lesson as you normally would during your second observation

reflect on your second observation

meet your appraiser for a **post-conference** to discuss his/her **feedback** on your second lesson

schedule a **summative conference** with your appraiser to reflect on your yearly progress

review your observation reports to prepare for your summative conference

PPfT

Instructional Practice

What is it?

The ultimate goal of the PPfT Appraisal is to encourage professional growth, provide more frequent, timely, formative feedback, and to incorporate multiple indicators of success. One specific area that PPfT aims to focus on is how to help teachers improve their instructional practice to benefit the students in the classroom.

The process begins with teachers completing an **Individual Learning Plan**, based on their areas of strength and challenges according to the **PPfT Instructional Practice Rubric**. In the new appraisal system, teachers will participate in two announced, 30-minute (minimum) observations during the school year, one in the fall and one in the spring, each conducted by a different appraiser. **Advance notice of announced observations is required:**

- Advance notice of 24 hours is required
- Advance notice of 48 hours is recommended

Additionally, the teacher will receive at least two classroom visits throughout the year (one in the fall, one in the spring).

During each of these visits, teachers will receive written feedback based on the **appraisal rubric**, covering 7 strands of observable teaching behaviors. The ratings on the rubric range from 1-4, with a score of 3 being the expected standard. The PPfT appraisal system offers a more robust and objective feedback process, and encourages more frequent, timely, and formative feedback. This feedback will be shared in the post-conferences that follow each of the announced observations. Throughout the school year, teachers will meet regularly with appraisers to reflect on their teaching practice and track their progress toward professional learning goals. These conferences and frequent feedback provide teachers ample opportunities to engage in dialogue with appraisers about their instructional practice and the impact they are having on their students. Part of these conversations can be used to tie evaluation results to professional learning offerings, allowing teachers and administrators to discuss professional development opportunities that meet individual needs and provide for leadership growth.

At the end of the year, teachers will participate in a summative conference near the end of the spring semester. The focus of the summative conference is on instructional practice and the impact the teacher has had on their students. The summative conference can be waived by the teacher, not the appraiser, as long as the appraiser agrees.

Teachers who teach 1-2 students may be appraised using the PPfT One to One Rubric. Please click **here** for additional information.

Instructional Practice

How will I be scored?

The announced observations will be scored using the Instructional Practice Rubric. Each strand will be scored holistically, and teachers will receive a score from 1-4 reflecting the average from the seven strands. The two announced observations (fall announced and spring announced) will be averaged for one instructional practice score that will be multiplied by 50 (as it is worth 50%) as part of the total score. Advance notice of 24 hours is required before announced observations. Advance notice of 48 hours is recommended.

Classroom visits will not be scored.

Resources

For additional information or strategies, please see the following resources:

- AISD's PPfT **website** or **resource site** provides links to instructional strategies, links to videos of expected standard and above expected standard teaching, recommended readings, and suggested apps.

- Creative Learning Initiative **Blog**

- Social & Emotional Learning **website** or **School-Connect**

- Technology Integration Matrix **Website**

- **Literacy Innovation Design Team**

- **Seidlitz 7 Steps to a Language Rich**

What does it look like?

The Instructional Practice Rubric has 7 strands of observable teaching where teachers can earn a score of 1-4, with a score of 3 being the expected standard. On the following pages, we will take a look at each of these strands in depth focusing on the expected standard (score of 3) and above expected standard (score of 4) areas of the rubric. Examples of what this might look like in the classroom are also included. Please note that these are only examples and that there are numerous other ways that these scores can be achieved. In the provided examples, clicking on a linked strategy or technique will lead you to a more thorough description on the resource website. You will need to log in to the cloud in order to view the links.

Student Engagement

Within the Student Engagement strand, appraisers are looking at 6 indicators: active engagement, pacing, concept explanation, independent vs. group work, student leadership, and instructional time.

	3	What this might look like…	4	What this might look like…
Student Engagement	Students are actively engaged and interact appropriately during direct instruction as indicated by completion of instructional activities, responsiveness to questions, participating in discussions, and accurate following of teacher directions.	Students completing work, turning in assignments; students answer teacher posed questions; students follow teacher given directions; Choral Responses, Cold Call, Talk About it, Read Actively, Guided notes, Chunking, Essential Questions (SEL), Gallery Walk (CLI), Visual Brainstorming (CLI), People Shelter Storm, Machine, Bibbity Bibbity Bop, Curate a Collection, Art Talk, Statues, etc.	Students are actively engaged and interact attentively during direct instructions indicated by completion of instructional activities, responsiveness to questions, participating in discussions that are meaningful to their lives, accurate following of teacher directions, asking of appropriate questions, and communicating lesson content authentically through student led dialog.	Students completing work, turning in assignments; students answer teacher posed questions, and ask questions of their own; students share lesson content with one another; Active Audience, Clocking, Popcorn Share, Think-Pair-Share (SEL), Visual Brainstorming, Artifact, etc.
	The lesson moves at a pace, such that students are rarely disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class).	Lesson pace is quick enough that most students remain on task for the whole class period; students rarely have any "Down Time", Visual Brainstorm, Pass the Picture, Narrative Pantomime, etc.	The lesson moves at an appropriate pace such that students are rarely disengaged, provides options for student decision making during independent work time, and/or students who finish assigned work early have something else meaningful to do that relates to the objective.	Lesson pace is quick enough that students remain on task for the whole class period, and those that do finish assigned task have meaningful alternate assignments related to the objective of the day; enrichment activities (but not busy work), Roles and Responsibilities, Active Audience, Model Making, Songwriting, etc.
	Teacher clearly explains concepts and allows students to explore the concept. Teacher uses various instructional strategies to engage students.	Teacher engages during instruction student by using various teaching strategies; Multiple Intelligences, Total Physical Response, Story Quilting (CLI), Vote with your feet (CLI), Bell Ringer (SEL), Student Choice, Statues, Art Talk, Pass the Picture, etc.	Teacher provides an environment in which students are able to discover concepts and are actively involved in the learning process.	Students take an active role during direct instruction; Peer Models, Peer Tutors, Jigsaw (SEL), Lightening Round (SEL), Role Work (Town Hall, Hot Seating, Teacher in Role), Idea and Movement, etc.
	Students display active engagement in independent and group work as indicated by participation of most group members working cooperatively and/or independent work meeting lesson expectations.	Most students work to complete lesson expectations individually or in a group; Completion of individual/group assignments, most students contributing to a small group discussion (SEL), Donkey (CLI), Bibbity Bibbity Bop, Model Making, Idea & Movement, etc.	Students display active engagement in independent and group work as indicated by participation of all group members working cooperatively and/or independent work goes beyond the lesson expectations.	All students work to complete lesson expectations; work goes beyond what is required by the lesson expectations; Group Roles, enrichment activities (not busy work), extra credit opportunities related to the objective, Small Group Work (SEL), Narrative Pantomime (CLI), Curate a Collection, Build a Phrase, etc.
	Teacher provides a balance between direct instruction and student-centered learning so that students are able to apply their learning.	There is a 50-50 balance between direct teacher instruction and student centered work; students apply their learning; lecture and lab in one class setting; Art Interview, Songwriting, Stage Picture, etc.	Students take a leadership role during the lesson to develop conceptual understanding and require little guidance from the teacher when appropriate.	Teacher provides guidance for students who take the lead during the lesson; students require little teacher direction; more student centered instruction than direct instruction, Role Work (Town Hall Meeting, Hot Seating), Sculptor and Clay, etc.
	Teacher effectively uses instructional time so that students are engaged from the beginning of class to the end of class.	Teacher uses the whole class period to teach; students are engaged the entire class period; teaching "Bell to Bell", Town Hall, Model Making, Curate a Collection, etc..	Students assume responsibility for utilizing instructional time.	Teacher provides a set of tasks to be completed, and students assume responsibility for getting them done within the time provided; Collage, Songwriting, etc.

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Assessment and Feedback

Appraisers are looking at 5 indicators in Assessment and Feedback: checking for understanding, diagnosing misunderstandings, responding to questions, self-assessment, and feedback.

	3	What this might look like…	4	What this might look like…
Assessment and Feedback	Teacher routinely checks for understanding using a variety of methods.	Teacher stops frequently throughout the lesson to check for understanding; use of formative assessment; questioning, Pair/Share (SEL), Writing to Learn, Quick Writes, Body Shape (CLI), Icon (CLI), Sculptor and Clay, Teacher in Role, Visual Brainstorming, Songwriting, This Is Not A…, etc.	Teacher implements a system of checking for understanding that results in a substantive awareness of all students' progress and needs that guides instruction during the lesson.	Teacher has an established way to check for understanding & uses it frequently; Teacher uses this system to guide instruction; scaffolding; white boards, clickers, Fist to Five, ABCD Cards, Quickshare (SEL) Statues, Idea & Movement, etc.
	Teacher accurately diagnoses misunderstandings and misconceptions and responds with appropriate scaffolding.	Teacher uses formative assessment results to guide instruction; use of KWL charts, pre-/post-assessments, rephrases questions, scaffolds lessons, My Favorite No, graphic organizers, People Shelter Storm, Truth About Me, Art Talk, Idea and Movement, Soundtrack, 1 to 10, Model Making, Icon etc.	Teacher anticipates student misunderstandings and misconceptions and preemptively addresses them.	Teacher pre-teaches content in anticipation of student difficulties; Teacher provides a tool for students to use when they encounter difficulty; anchor charts, I do/we do/you do, Visual Brainstorming, etc.
	Teacher answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary.	Teacher responds to students' questions; when students express interest, teacher engages that interest; reteaches content as necessary, Soundtrack, Role Play (Hot Seating, Town Hall Teacher in Role), Art Talk, Idea and Movement, Art Interview, etc.	Students answer each others' questions and teacher supplements answers to ensure understanding if needed	Students answer each others' questions and teacher adds to answers to check for understanding. Teacher monitors students' exchanges to ensure students share accurate information; Mail Call, TPR, Parking Lot, Questions from a Hat (CLI), Hot Seating, One on One Interview, etc.
	Teacher provides an opportunity for students to engage in self-assessment and reflection.	Students reflect on their learning; active use of rubrics/assessment tools; quiz-quiz- trade, turn and talk, journals, reflections/application (SEL), Writing to Learn, Sculptor and Clay, Model Making, Songwriting, Soundtrack, 1 on 1 Interview	Students self-assess and reflect on their understanding of lesson objectives and provide feedback to the teacher or their peers.	Students reflect on their learning and share out their level of understanding to their peers/teacher; Inner/Outer Circles, Gallery Walks, Role Plays (SEL), Collage, Icon
	Teacher provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking.	Teacher provides confirmation of understanding and clarifies students' misunderstanding; formative assessment; jigsaw (SEL), entrance/exit tickets, Philosophical Chairs, Model Making/ Gallery Walk, Curate a Collection, Idea and Movement, Icon, etc.	Teacher provides opportunities for tailored feedback from a variety of sources such as students, the teacher, or outside subject matter experts that affirms correctly understood content, clarifies misunderstood content, and allows students to explain why they have or have not met the expectations.	Teacher provides feedback to affirm understanding and clarifies misunderstandings; Students explain how they have or have not met expectations; use of rubrics, Gallery Walks, Mantle of the Expert (CLI), Role Play - Teacher in Role, Songwriting, etc..

Differentiation

In the Differentiation strand, appraisers are focused on 3 indicators: lesson access, additional support, and multiple methods of engagement.

	3	What this might look like…	4	What this might look like…
Differentiation	Teacher ensures that all students have access to the lesson and are appropriately challenged (for example, teacher adjusts depth, pace and delivery of content or design content or processes to address needs).	Teacher ensures that lesson content has been adapted to meet the needs of all students (SpEd, GT, ELL, etc.); IEP/504 accommodations, extra time to complete assignments, reduced answer choices, Choice Boards, Writing to Learn, Model Making, Soundscape, Look & Link, Bippity Bippity Bop/ Donkey, etc. .	Teacher ensures that all students have access to the lesson and students take ownership of challenging themselves.	Teacher ensures that lesson content has been adapted to meet the needs of all students (SpEd, GT, ELL, etc.); students challenge themselves; students select level of accommodations, students seek out opportunities to challenge themselves, enrichments activities, Tiered assignments, Statues, Narrative Pantomime, etc.
	Teacher provides additional supports or enrichment in order to meet the needs and learning style of each student (for example, flexible grouping).	Teacher provides student support or enrichment based on learning style; Flexible Groups, Learning Centers, Choice Boards, Differentiated Instruction, Sentence Stems, Sculptor and Clay, Idea and Movement, Look and Link, Visual Brainstorming, etc. .	Students know their needs and actively seek/design learning experiences or tasks that meet their needs and learning styles.	Students are aware of their own needs, and seek out activities that meet their learning styles; Learning Stations, Choice Boards, Tiered Assignments, Songwriting, Model Making, etc.
	Teacher provides multiple ways to engage lesson content and that includes various learning styles.	Teacher uses multiple teaching strategies to engage students in the lesson; video, discrepant events, audio, demonstrations, Sculptor and Clay, Visual Brainstorm, Collage, Stage Picture, Build a Phrase	Teacher provides multiple ways to engage lesson content that includes various learning styles and offers personalized instruction according to the student's needs.	Teacher uses multiple teaching strategies to engage students in the lesson; teacher plans for and provides one-on-one instruction to students in need; video, discrepant events, audio, demonstrations, conferencing, individual tutoring, Songwriting, Model Making

Problem-solving and Critical Thinking

When considering Problem-solving and Critical Thinking, appraisers will look at 4 indicators: challenging students, thinking critically about the content, high level questioning and authentic tasks.

	3	What this might look like…	4	What this might look like…
Problem-solving and Critical Thinking	Teacher creates situations that challenge students independently and/or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions.	Teacher creates activities that require students to problem solve, and/or draw conclusions; Inquiry Based Learning, Role Play (Hot Seating), Build a Phrase, Songwriting, Curate a Collection, Art Talk, etc.	Teacher creates situations that challenge students independently and/or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions and students communicate their reasoning processes.	Teacher creates activities that require students to problem solve, and/or draw conclusions; Inquiry Based Learning, Playing Devil's Advocate, High Level/Open Ended Questioning, Student Presentations, Think-Pair-Share (SEL), Town Hall, Look and Link, etc.
	Teacher develops and uses various instructional strategies that challenge students to think independently or critically about the content.	Teacher uses a variety of instructional strategies to encourage students to think critically; Discrepant Events, Accountable Talk, Hot-Seating (CLI), Interviews (CLI), This Setting Needs, Art Talk/Pass the Picture, 1 to 10, Pathways, etc.	Teacher develops and uses instructional strategies that allow students to design and think through inquiry based problems or projects.	Students are given opportunity to develop their own Inquiry Based Lessons/Activities; Experimental Design, Assessment Design, Stage Picture, Collage, Soundtrack, etc.
	Teacher consistently probes for higher-level thinking through questioning strategies.	Teacher asks high-level questions; Accountable Talk, Sentence Stems, 1 to 10, Sound Collage, *Art Talk/Pass the Picture, Soundtrack, Stage Picture, etc.	Students exhibit higher-level thinking through their communicating with each other.	Students ask high-level questions of one another; Accountable Talk, Socratic Seminar, Town Hall, Art Interview, etc.
	Students are engaged in authentic tasks, real world problems or substantial endeavors.	Students are working on assignments what have a basis in real life, asked to solve problems that have a real world context; Inquiry Based Learning, Role Play (Town Hall, Hot Seating, Teacher in Role), Model Making, Pass the Picture, Pathways etc.	Students base their learning in authentic tasks, real world problems, or substantial endeavors as evidence of their ownership of independent and group work.	Students are working on long term projects or assignments that have a basis in the real world and provide solutions to the problems and take on roles for the assignment; Project Based Lesson, Songwriting, Moderated Discussion.

Classroom Expectations

The strand on Classroom Expectations is comprised of 5 indicators: objectives, understanding student levels, enrichment discussion, student work displays, and lesson alignment.

	3	What this might look like…	4	What this might look like…
Classroom Expectations	Objectives provide clear expectations.	Objectives are clearly displayed; posting objectives on the board, activity sheets with objectives displayed, Begin With the End, Artifact, Look and Link, Idea and Movement/*Build a Phrase, Songwriting, Statues, etc.	Objectives are revisited during the lesson and students are provided the opportunity to articulate the expectations.	Objectives are clearly displayed and referred to during the lesson; students are provided the opportunity to explain the expectations of the objectives; Post It/Say It, responding to guiding questions related to objectives, etc.
	Teacher knows and understands student levels and provides challenging activities that require students to apply and extend their learning.	Teacher is aware of students' levels and uses that knowledge to guide instruction; students apply and extend their learning; stations/learning centers, group work, Sculptor and Clay, Model Making, Idea and Movement, Collage, etc.	Students know their levels and choose challenging activities that require them to apply and extend their learning.	Students track their own progress; students knowing their levels choose activities that are challenging & extend their learning; student choice boards, enrichment activities, Songwriting, 2 - 3 Sentence Story, etc.
	Teacher provides multiple opportunities for enrichment discussion.	Teacher pauses throughout the lesson to allow for deeper on topic discussions; Brainstorming, Think-Pair-Share, Stretch It, Town Hall, *Art Interview, *Art Talk, *1 to 10, Soundtrack, etc.	Students generate enrichment discussions or extensions to process lesson content.	Students prompt and guide enrichment discussion in the lesson; Problem Based Learning, Socratic Seminar, Heads Together, Pass the Picture, Moderated Discussion, etc..
	Student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment.	Current student work samples and examples of exemplary work are posted; bulletin boards, showcases, Character Xray, Stage Picture, Visual Brainstorm, *Collage, Pathways, Curate a Collection, etc.	Student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment and is clearly tied to learning goals/objectives.	Current student work samples and examples of exemplary work are posted with a rubric or teacher explanation for selection; bulletin boards, showcases, Model Making, Songwriting, Digital Postcard, etc.
	Teacher delivers a lesson that is aligned to state standards and district curriculum requirements.	Lesson aligns with the stated objectives and TEKs requirements; age appropriate lesson, content appropriate lesson, lesson from district CRMs, Role Work (Hot Seating, Town Hall, Teacher in Role), Look and Link, Visual Brainstorming, Soundtrack, Songwriting, One on one interview, Pass the Picture, Artifact, etc.	Teacher delivers a lesson that is aligned to state standards and district curriculum requirements and has cross-curricular connections to key concepts.	Lesson aligns with the stated objectives and TEKs requirements; lesson also relates to another content area; cross-curricular projects, focus on math skills in a science class, writing development in math class, etc.

Routines and Procedures

There are 6 indicators when considering Routines and Procedures: communicating behavior expectations, reinforcing behavior expectations, following through on consequences, addressing off-task behavior, safe environment, and routines & procedures.

	3	What this might look like…	4	What this might look like…
Routines and Procedures	Teacher clearly communicates developmentally appropriate student behavioral expectations	Teacher states and/or displays expectations for appropriate classroom behavior; CHAMPs, Class Contracts, Bibbity Bibbity Bop, People Shelter Storm, Truth About Me, Visual Brainstorm/Gallery Walk, Pathways, Soundscape, This Setting Needs, etc.	Students demonstrate developmentally exemplary behavioral expectations through their actions. Students are responsive to teacher guidance & feedback.	Students model expected classroom behaviors; students are well behaved, students need very little redirection from teacher, non-verbal redirection, Role Play, etc.
	Teacher reinforces and encourages appropriate/positive behavior as needed.	Praising positive behavior, "Caught being Good", PBS, People Shelter Storm, Icon, 1 to 10, Soundscape, Town Hall Meeting , etc.	Students hold each other accountable for appropriate behavior and encourage positive behavior. Students apply self-awareness and self-management skills.	Students praise one another, students model appropriate behavior, students hold one another accountable for their behavior, etc.
	Teacher utilizes logical consequences which are respectful, relevant, and realistic.	When students persist in misbehavior, teacher follows through on consequences; phone calls home, office referral, Sculptor and Clay, String Shapes, *Model Making, Collage, 1 to 10, Songwriting, Statues, etc.	Teacher handles individual behavior problems quickly, discreetly, respectfully OR no evidence of any student misbehavior.	Student behavior is appropriate and does not require teacher to implement negative consequences, Role Play , etc.
	Teacher addresses off-task or inappropriate behavior consistently and effectively, so that it does not interfere with student learning.	When students misbehave, teacher is able to redirect behavior; redirection, proximity, student behavior improves, Sculptor and Clay, String Shapes, Model Making/collage, 1 to 10, Songwriting, This is not a …, etc.	Off-task or inappropriate behavior rarely occurs, so there is no interference with student learning.	Students remain on task, student behavior remains appropriate for the duration of the class period, inappropriate behavior does not occur, Role Play etc.
	Teacher effectively designs a physically safe environment for activities and transitions.	The classroom environment is physically safe for class activities to occur; neat, organized, and free from clutter; in class transitions occur without incident, Statues, Art Talk, Visual Brainstorming, Idea and Movement, Soundtrack, Circle Sculpt, etc.	Teacher effectively designs a physically safe environment for activities and transitions and students assume responsibility for the routines with little or no direction.	The classroom environment is physically safe for class activities to occur and students take an active role in class routines that keep the class safe; neat, organized, free from clutter, in class transitions occur without incident, Role Play, etc.
	Teacher effectively designs and implements consistent classroom routines and procedures that run smoothly and fosters student independence through shared responsibilities.	Teacher has designed effective class roles/routines/procedures to help the class run smoothly; students share in classroom responsibilities; students participate in class jobs/roles, predictable classroom routine, Visual Brainstorm, Pathways, Songwriting, Hot Seating, Model Making, Statues, etc.	Teacher effectively designs and implements consistent classroom routines and procedures where students assume responsibility and carry them out in an efficient manner with little or no direction from the teacher.	Teacher has designed effective class roles/routines/procedures to help the class run smoothly; students take responsibility for maintaining the classroom environment; students perform class jobs/roles with little to no prompting from the teacher, predictable classroom routine, Role Play, etc.

Classroom Climate

As observers make note of Classroom Climate, there are 7 indicators: student to student interactions, student to teacher interactions, rapport, student contributions, celebrating accomplishments, class arrangement, and students taking risks.

	3	What this might look like…	4	What this might look like…
Classroom Climate	Students actively listen and respond positively to one another.	Students listen to one another, students refrain from interrupting one another, students respond in a positive manner to one another, Truth About Me, Role Play- Hot Seating, Teacher in Role, Town Hall, People to People, Art Interview, 1 to 10, etc.	Students actively listen and respond positively and respectfully to one another.	Students listen to one another, students go out of their way to be supportive of one another, students use appropriate manners in their interactions, Art Talk, Soundscape, etc.
	Students actively listen and respond appropriately to the teacher.	Students listen to the teacher, students refrain from interrupting the teacher, students respond in a positive manner to the teacher, Teacher in Role, People Shelter Strom, Soundscape, Stage Picture, Soundtrack, etc.	Students actively listen and respond positively and respectfully to the teacher.	Students listen to the teacher, students go out of their way to have positive interactions with the teacher, students use appropriate manners in their interactions with the teacher, Artifact, Role Play, etc.
	Teacher has a positive rapport with students and communicates and models expectations for respect of student differences	Teacher has developed a positive rapport with the students; teacher demonstrates for students how to be respectful of student differences; positive interactions, Statues/ Stage, Picture, Icon, Model Making, Songwriting , Town Hall Meeting, Build A Phrase, etc.	Teacher has a positive rapport with students and students demonstrate respect for student differences and encourages positive and productive peer interactions.	Teacher has developed a positive rapport with the students; students demonstrate respect for student differences; positive peer interactions, Role Play, etc.
	Teacher ensures that most students contribute and their opinions/ideas are valued.	Teacher calls on all students, use of popsicle sticks/name generator to call on students, teacher praises student contributions, Truth About Me, Soundscape, Curate a Collection, etc.	Students take the initiative to contribute their opinions/ideas and value the contributions of their peers.	Students volunteer to contribute to class sharing, students praise one another's contributions, Art Talk, Stage Picture, etc.
	Teacher celebrates student accomplishments.	Teacher praises student achievements, teacher high fives students/gives thumbs up, teacher encourages students to applaud peers, Morning Meeting, Stage Picture/This Setting Needs, Model Making/Curate a Collection, *Songwriting, Icon, Collage, etc.	Students recognize and celebrate one another's accomplishments.	Students praise one another's achievements; students high five peers/gives thumbs up, students applaud peers, Role Play, Morning Meeting
	Class arrangement is conducive to learning and changes as needed for lessons.	Teacher changes class arrangement depending on the task; students have access to the lesson, Exploding Atom, Model Making , Pathways, Statues, Artifact, etc.	Class arrangement is flexible to allow for individual student learning needs and preferences.	Students take responsibility for changing the class arrangement based on their preferences, students make judgments on seating arrangements (with teacher approval) to meet their learning needs, etc.
	Teacher provides opportunities for students to take risks and challenge themselves in an emotionally supportive environment.	Teacher provides opportunities for students to take risks; the teacher supports students emotionally, Role Work, Model Making, 1 to 10, Look and Link etc.	Students openly take risks and challenge themselves during class.	Students volunteer to take risks in class; students take responsibility for challenging themselves, Hot Seating, Town Hall, Songwriting, Sound Collage etc.

Professional Growth and Responsibilities

Professional Development & Reflection

Relational Communication

Collaboration & Contributions

Compliance

Lesson Planning & Data Use

Professional Growth and Responsibilities

What is it?

Professional Growth focuses on the demonstration of teacher development and collaboration through important practices that increase student learning such as participating in ongoing professional development, reflecting on instruction and student growth, goal setting, adapting teaching and instruction in response to research and data, and collaborating with the school community. Responsibilities highlight compliance and professional ethics, contributions to school and community, assessment and data use, and relational communication.

This piece of the PPfT Appraisal provides a system that concentrates on teacher growth and collaboration (Growth) while acknowledging compliance activities (Responsibilities).

The **PPfT Appraisal Rubric for Professional Growth and Responsibilities** incorporates a rubric that encompasses five strands associated to professionalism:

• Strand 1: Professional Development and Reflection

• Strand 2: Collaboration and Contributions

• Strand 3: Lesson Planning and Data Use

• Strand 4: Relational Communication

• Strand 5: Compliance

Your primary appraiser will complete the rubric toward the end of the school year, and you will provide additional artifacts to showcase the work you have done in these areas.

How will I be scored?

The five strand scores will be averaged for a score of 1-4. That score will be multiplied by 25 (as it is worth 25%) as part of the total score.

Resources

For additional information, visit our **website**. For professional development opportunities or access to Edivation please visit the **Human Capital Platform (HCP)** and click on the professional development tab.

What does it look like?

The Professional Growth and Responsibilities Rubric has 5 strands related to professionalism where teachers can earn a score of 1-4, with a score of 3 being the expected standard. On the following pages, we will take a look at each of these strands in depth focusing on the expected standard (score of 3) and above expected standard (score of 4) areas of the rubric. Examples of evidence are also included. Please note that these are only examples and that there are numerous other ways that these scores can be achieved.

Professional Growth and Responsibilities

Professional Development and Reflection

This strand focuses on the demonstration of professionalism through notable and meaningful practices such as participating in ongoing professional development, life-long learning, goal setting, reflecting on instruction and adapting teaching and instruction in response to research and data to improve student learning.

Appraisers will use the scoring rubric to assess teachers in six indicators related to Professional Development and Reflection: professional development opportunities; knowledge of current research based practices; setting professional goals to enhance strengths and weaknesses; promoting activities related to professional reflection; use of professional learning to impact student achievement; and content knowledge.

	3	Examples of Evidence	4	Examples of Evidence
Professional Development and Reflection	Teacher seeks professional development opportunities to enrich instructional practice	These are single PD classes that may be found in the HCP or Demonstration Classroom Videos that are designed to improve instructional practices	Teacher seeks on-going professional development opportunities to enrich instructional practice	Teacher engages in long-term professional development like National Board, Masters Program, multi-level PD offerings that impact practice
	Teacher actively seeks out current research-based practices to improve practice and uses them appropriately	This could include reading articles/books, participating in webinars, or engaging in graduate level courses.	Teacher actively uses current research-based practices and evaluates impact on student learning	This could include reading articles/books, implementing the strategy learned, and tracking impact on students through assessments or student surveys.
	Teacher sets professional goals to enhance strengths and weaknesses and maintains a plan for continuous improvement	Sources of Evidence: Self-reflection, professional journal, goal-setting document	Teacher sets professional goals to enhance strengths and weaknesses and collaborates with others to develop a plan for continuous improvement	Sources of Evidence: Self-reflection, goal-setting document, meeting minutes, PLC activities, department/ team meetings
	Teacher regularly participates in activities related to professional reflection	Sources of Evidence: Self-reflection, professional journal	Teacher takes a leadership role in promoting activities related to professional reflection	Sources of Evidence: Self-reflection, meeting minutes, PLC activities, department/ team meetings
	Teacher uses professional learning to improve student achievement	Sources of Evidence: PD certificate, articles, lesson plans	Teacher leads professional learning that impacts student achievement or mentors others to effectively implement professional learning to improve student achievement	Sources of Evidence: Meeting Minutes, PLC Agendas, Mentor Log, department/team meetings
	Teacher possesses required/ current content knowledge	Sources of Evidence: lesson plans	Teacher possesses required/ current content knowledge and shares practices with colleagues	Sources of Evidence: lesson plans, mentor log, PLC agendas, department/team meetings, meeting minutes, presentation notes/slides

Professional Growth and Responsibilities

Collaboration and Contributions

This strand focuses on teacher collaboration and contributions made to the school, the district, and to the profession as a whole to improve practice, support students and improve student learning. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional learning communities, professional dialogue, peer observation and feedback and other collegial learning activities.

Appraisers will use the scoring rubric to assess teachers in the following five indicators related to Collaboration and Contributions: collaboration with colleagues; acceptance of feedback to improve; participation in team meetings or school committees; contributions of ideas to improve the school; and collaboration with the school community to support students.

Items such as copies of emails, student work products, interactions with colleagues outside the classroom, PD artifacts, meeting minutes/agendas and eCST are sources of evidence for Collaboration and Contributions.

	3	Examples of Evidence	4	Examples of Evidence
Collaborations and Contributions	Teacher collaborates with colleagues and shares ideas and lessons to improve practice	Teacher meets with others face to face or online to share practice. Sources of evidence: Meeting notes, emails, discussion boards, department/team meetings	Teacher initiates or leads collaboration and the sharing of ideas and lessons to improve practice	Teacher sets up or leads meetings or online collaboration. Sources of Evidence: Meeting minutes, emails, PLC agendas or notes
	Teacher accepts feedback from supervisors and colleagues in order to improve	Teacher actively participates in post conference with supervisor. Teacher actively listens to colleagues when they offer feedback.	Teacher seeks feedback from supervisors and colleagues in order to improve	Teacher asks colleagues or supervisors to observe and provide feedback. Teacher schedules meetings to get feedback.
	Teacher actively participates in team/ department meetings or school committees	Sources of Evidence: Meeting minutes or notes, committee agendas or minutes	Teacher assumes leadership roles in team/department meetings or school/district committees	Sources of Evidence: Meeting minutes, presentation slides/ handouts, committee agendas or minutes
	Teacher contributes ideas, expertise, and time to accomplish school goals	Sources of Evidence: Emails, meeting minutes, committee participation	Teacher frequently contributes valuable ideas and expertise and instills in others a desire to accomplish school goals	Sources of Evidence: Emails, meeting minutes, committee participation, student group participation
	Teacher collaborates with colleagues and administration to support struggling students	Sources of Evidence: Emails, student work, ECST	Teacher initiates or leads collaboration with colleagues and administration to support all students	Sources of Evidence: Emails, student work, ECST

Lesson Planning and Data Use

This strand focuses on lesson planning, assessment and data use to improve practice and student learning. Lesson plans, assessments and student records are main examples of evidence for Lesson Planning and Data Use.

	3	Examples of Evidence	4	Examples of Evidence
Lesson Planning and Data Use	Teacher uses a variety of assessment types to determine student strengths and weaknesses	Sources of Evidence: Assessments, student work, formative assessment, summative assessment	Teacher embeds a wide array of on-going assessments in lessons to determine student strengths and weaknesses and to develop objectives and lesson plans	Sources of Evidence: lesson plans, observation feedback
	Teacher prepares lesson plans when absent	Plans may include activities and resources Sources of Evidence: Substitute plans and notes	Teacher prepares effective, objective driven lesson plans when absent	Plans may include objectives and purpose, TEKS, materials, strategies for engagement Sources of Evidence: Substitute plans and notes
	Lesson plans are well-organized and provides time for students to master objectives and standards	Plans may include objectives and purpose, TEKS, materials and resources and assessment Sources of Evidence: Lesson plans, observation feedback	Lesson plans are well-organized and provides time for students to master objectives and standards through continual engagement and self-assessment and reflection	Plans may include objectives and purpose, TEKS, materials, anchors of support, strategies for engagement, assessment Sources of Evidence: Lesson plans, observation feedback, student work
	Teacher sequences lessons to ensure student mastery of standards and objectives/IEP goals	Teacher uses CRMs while planning units. Sources of Evidence: Lesson plans, observation feedback	Teacher sequences lessons to help students synthesize and apply knowledge extending mastery of standards and objectives/IEP goals	Plans may include PBL and inquiry Sources of Evidence: Lesson plans, observation feedback, student work
	Teacher selects, creates, or adapts materials and resources to enrich learning	Sources of Evidence: Lesson materials, resources, lesson plans	Teacher selects, creates, or adapts materials and resources to extend student understanding	Sources of Evidence: Lesson materials, resources, lesson plans, student work
	Teacher tracks student progress toward meeting objectives	Sources of Evidence: tracking sheets, student assessments, gradebook	Students track their own progress toward meeting objectives and goals	Sources of Evidence: student tracking sheets, student work, wall charts
	Teacher regularly reflects on effectiveness of lessons and uses insights to improve practice and student learning	Sources of Evidence: lesson plans, notes from lessons, professional journal	Teacher regularly reflects on effectiveness of lessons and uses insights to improve practice and student learning and models this practice for others	Sources of Evidence: lesson plans, notes from lessons, emails to colleagues, mentor log, PLC agenda, department/team meeting notes
	Teacher analyzes student data to adjust lesson plans and objectives	Sources of Evidence: student assessments, lesson plans	Teacher analyzes student data to individualize lesson plans and objectives	Sources of Evidence: student assessment data, lesson plans
	Teacher plans lessons that offer choice in the use of technology tools that are collaborative and provide a meaningful connection to real world practices	Sources of Evidence: Lesson materials, resources, lesson plans	Teacher plans lessons that require students to assess and select appropriate technology to demonstrate higher order thinking and mastery of learning objectives	Sources of Evidence: Lesson materials, resources, lesson plans
	Teacher routinely uses assessments to measure student mastery of standards and objectives and provides multiple ways students can demonstrate mastery	Sources of Evidence: Lesson plans, assessments, student work, data analysis	Teacher routinely uses assessments to measure student mastery of standards and objectives that are interwoven into each lesson and provides multiple ways students can demonstrate mastery	Sources of Evidence: Lesson plans, assessments, student work, observation feedback, evidence of spiraling curriculum for high needs

Professional Growth and Responsibilities

Relational Communication

This strand focuses on communication between the teacher and all members of school community to promote professionalism and respect, cultivate a positive climate and culture and nurture student performance.

Appraisers will use the scoring rubric to assess teachers in the following four indicators related to Relational Communication: relationship with school community; communication with parents/guardians regarding student performance and school activities; creating a welcoming environment for parents and community; and use of appropriate communication.

Communication logs, copies of communication with parents, and teacher websites are sources of evidence.

	3	Examples of Evidence	4	Examples of Evidence
Relational Communication	Teacher maintains positive and productive relationships with colleagues, students, and parents	Sources of Evidence: emails, letters from parents/students, meeting notes	Teacher maintains positive and productive relationships with colleagues, students, and parents that promotes respect and professionalism	Sources of Evidence: emails, letters from parents/students, meeting notes
	Teacher regularly communicates with parents/guardians regarding performance, behavior, and school activities	Sources of Evidence: communication log, website, newsletter, conferences	Teacher regularly communicates in a collaborative manner with parents/guardians regarding performance, behavior, and school activities	Sources of Evidence: communication log, website, newsletter, emails, discussion board, website comments
	Teacher creates a welcoming environment for parents and community that is healthy, safe, engaging and supportive	Classroom is inviting and teacher is approachable

Sources of Evidence: letters from parents/students, emails | Teacher creates a welcoming environment for parents and community that is healthy, safe, engaging and supportive and provides opportunities for them to participate in the school community | Classroom is inviting and teacher is approachable. Teacher provides opportunities for parents to participate through activities like literacy or math night, reading to students during the day, parent night, volunteer opportunities |
| | Teacher communicates in an appropriate manner | Sources of Evidence: emails, newsletters, website, communication log | Teacher communicates in an appropriate manner that promotes a positive climate and culture | Sources of Evidence: emails, newsletters, website, communication log |

Professional Growth and Responsibilities

Compliance

This strand focuses on professional expectations and compliance issues. The teacher meets and adheres to professional ethics, policies, and legal codes and helps colleagues access and interpret laws and policies and understand their implications in the classroom.

Appraisers will use the scoring rubric to assess teachers in the following three indicators related to Compliance: ability to follow district and school policies; ability to comply with state federal laws; and ability to grade and post scores in a timely manner.

Sources of evidence include items such as discipline files, observations, interactions with teachers outside the classroom and teacher gradebooks.

	3	Examples of Evidence	4	Examples of Evidence
Compliance	Teacher follows district and school policies	Sources of Evidence: ECST, IEP/504 documentation, discipline files	Teacher follows district and school policies and serves on committees to create district and/or school policies	Sources of Evidence: ECST, IEP/504 documentation, discipline files, committee agendas/ minutes (CAC, LPAC, etc)
	Teacher complies with state and federal laws	Sources of Evidence: ECST, IEP/504 documentation, discipline files	Teacher complies with state and federal laws and invests efforts to help them be successful for students	Sources of Evidence: ECST, IEP/504 documentation, discipline files, communication log, meeting notes
	Teacher grades and posts scores in a timely manner	Sources of Evidence: gradebook	Teacher grades and posts scores in a timely manner and proactively communicates academic progress to students and parents	Sources of Evidence: gradebook, communication log, emails

Student Growth

What is it?

Student Growth includes one Student Learning Objective (SLO) and a School-wide Value-Added measure.

- Teachers will be appraised based on the growth of the students that they taught during a course/year.

- Because the types of learning objectives and assessments available vary by subject and grade, measures will vary based on the subject and grade as well as the types of students the teacher teaches.

- Whenever possible and reasonable, performance criteria will be growth measures that take student's starting scores into account.

The Student Learning Objective (SLO) is a teacher set goal of student growth that you strive to achieve by the end of the semester or school year that addresses the largest group of students that a teacher teaches. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and validated after collaboration and consultation with colleagues and administrators.

Value-Added is a district-rated measure of the extent to which a schools' average growth meets, exceeds, or falls short of average growth. The District has contracted with SAS EVAAS to calculate this measure.

How will I be scored?

Student Growth accounts for 25% of the appraisal final score.

The Student Learning Objective (SLO) is 15% of that final score and is scored using the percentage of students who met the growth target. That percentage will be divided by 25 to put the score on the 4 point scale to mirror the other components. This number will be multiplied by 15 to add into the final score.

School-wide Value-Added accounts for 10% of the final score. Value-added will be calculated by SAS, and the reading and math scores will be compared to the scale below and averaged into a 1-4 score. This score will be multiplied by 10 to add into the final score.

4 = Above Expectations

3 = Met Expectations

2 = 1 Standard Deviation Below Expectations

1 = 2 Standard Deviation Below Expectations

School-wide Value-Added scores will not be included for the following: First year teachers, Teachers new to Austin ISD, Teachers on Special Campuses (i.e. Clifton) and Teachers with Special Assignments. These individuals will have this percentage replaced by his/her SLO score. See the **PPfT Appraisal plans**.

Student Growth

School-wide Value-Added

Students take state assessment

Student scores sent to SAS to determine value-added scores in Reading and Math

SAS uses a statistical formula to calculate **student growth** from one year to the next

SAS compares actual growth with expected growth to see if schools made **more, less, or expected growth**

Results sent to AISD

Results are available to campuses

School-wide Value-Added is uploaded into the HCP for scoring

Student Growth

School-wide Value-Added

What is it?

Value-Added focuses on student growth, not achievement, by examining multiple years of student achievement data to produce the most fair, accurate and reliable measure of student progress. Measuring student progress is important because it helps schools understand how much growth students are making and the effect campuses have on academic performance.

Value-Added measures how much progress a school made relative to the expectation of progress. The expectation of progress is defined by the individual students within the school and how other students just like them performed across the state on average.

In other words, we follow each student over time and that student serves as his or her own control. The student's expectation of growth is defined by how similar students performed across the state.

The Value-Added model then compares each measure of growth to the expectation of growth and uses statistical precision to see if there is evidence that group made more than, less than, or about the same progress as expected.

For the PPfT appraisal, both the reading and math scores from the prior year will be used for the School-wide score. Teachers will receive the School-wide Value-Added score from the previous year to inform the appraisal score. First year teachers, teachers new to AISD campuses, teachers on special campuses, and teachers with special assignments will have this percentage replaced by their student learning objective score.

Using a School-wide measure reinforces the desire to create a collaborative campus culture.

Resources

Please visit our **website** for additional information.

How will I be scored?

School-wide Value-Added accounts for 10% of the final score. Value-Added will be calculated by SAS, and the reading and math scores will be compared to the scale below and averaged into a 1-4 score. This score will be multiplied by 10 to add into the final score.

4 = Above Expectations

3 = Met Expectations

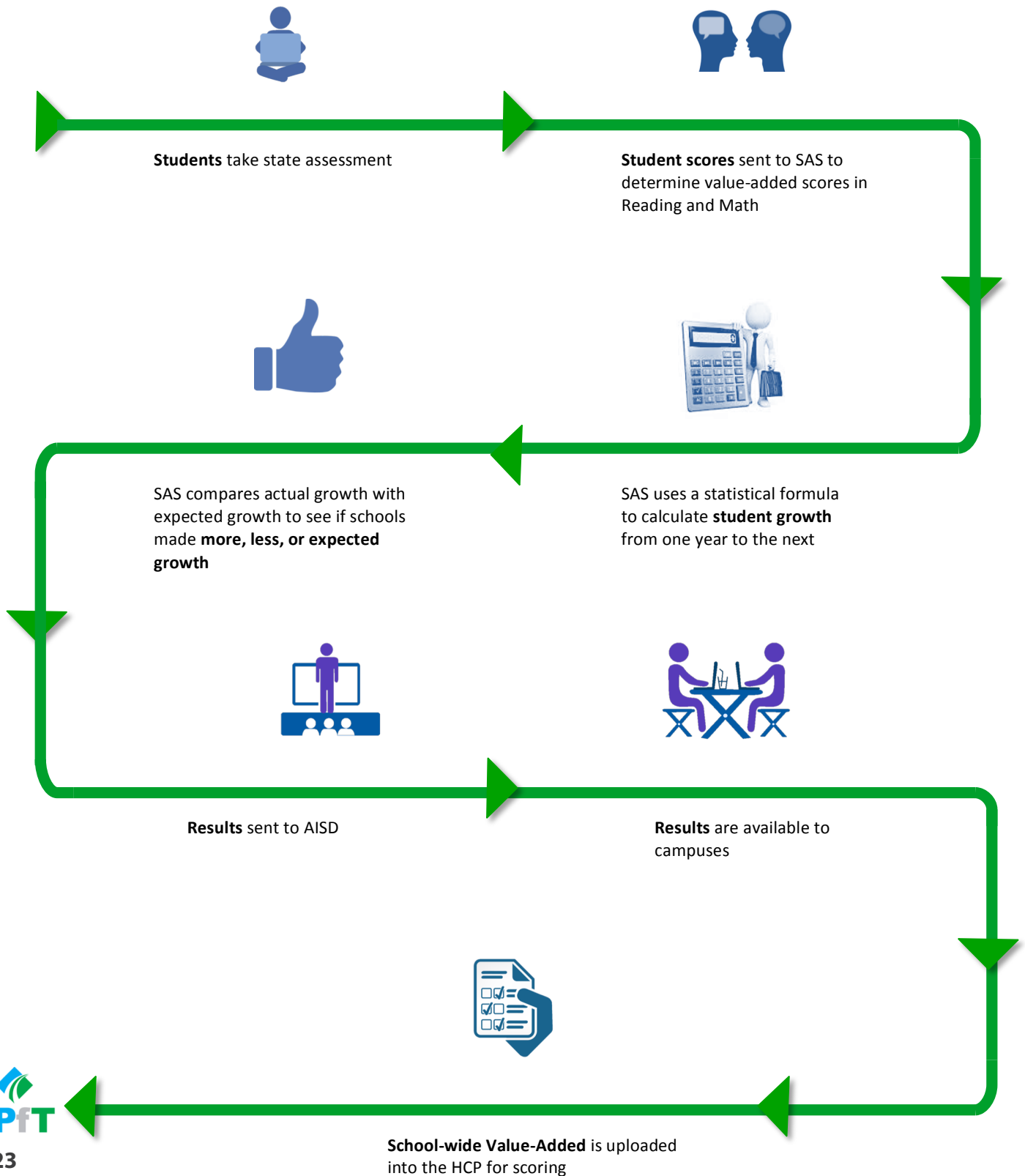2 = 1 Standard Deviation Below Expectations

1 = 2 Standard Deviation Below Expectations

School-wide Value-Added scores will not be included for the following: First year teachers, Teachers new to Austin ISD, Teachers on Special Campuses (i.e. Clifton) and Teachers with Special Assignments. These individuals will have this percentage replaced by his/her SLO score.

Where can I find the score?

The Value-Added score from the previous year will be added to your appraisal under the My Appraisals tab in the **HCP** by the end of April.

Student Growth

Student Learning Objective (SLO)

Collect data, identify your students' needs and their areas of strengths, and reflect on your goals for the year.

Align standards and write a learning objective based on collected data.

Select a growth target based on assessment and enter this into the SLO Database.

Select a pre-approved SLO assessment or create your own with appropriate standards aligned.

Review assessments found in the SLO Database that may align to your needs.

Administer your selected/created pre-assessment to your class and submit the results.

Your appraiser will validate your assessment results.

Post-test your class, enter your results into the SLO Database, attend your summative conference to verify your results.

Progress monitor by planning, spiraling curriculum, using check points, and adjusting your instruction.

PPfT

Student Growth

Student Learning Objective (SLO)

What is it?

The Student Learning Objective (SLO) is a method of measuring student growth. The SLO allows teachers to set targets at the beginning of a course in an area of need for students that can be achieved by the end. Rather than measuring if all students have reached the same attainment level, SLOs assign growth targets for each student to achieve based on a pre-assessment. The SLO is set and validated after collaboration and consultation with colleagues and administrators.

How will I be scored?

For the Student Learning Objective (SLO), the percentage of students who met the growth target will be divided by 25 to put the score on the 4 point scale. That number will be multiplied by 15 (as it is worth 15%) as part of the total score.

The SLO process includes:

1. Collect data, identify your students' needs and their areas of strengths, and reflect on your goals for the year.

2. Align standards and write a learning objective based on collected data.

3. Review assessments found in the SLO database that may align to your needs.

4. Select a pre-approved SLO assessment or create your own with appropriate standards aligned.

5. Select a growth target based on assessment and enter this into the SLO database.

6. Administer your selected/ created pre-assessment to your class and submit the results.

7. Your appraiser will validate your assessment results.

8. Progress monitor by planning, spiraling curriculum, using check points, and adjusting your instruction.

9. Post-test your class, enter your results into the SLO Database, attend your summative conference to verify your results.

Student Growth

Student Learning Objective (SLO)

Resources and Support

In order to fully support SLO writers throughout the process, there are a number of resources available, in addition to this support guide, including written documents, charts, videos, email, phone calls, and face-to-face training. Please visit the **PPfT Appraisal** website for addtional information.

Members of the SLO Team will come to each campus at least one time during the SLO development period. The team will stay on your campus from before school starts until after the school day in order to be available to everyone. For a complete calendar of your training days, please check **Appendix G**. The SLO Team is devoted to making the SLO process relevant and clear.

What does it look like?

The Student Learning Objective process follows several steps to ensure rigor and reliability. On the following pages, we will take a look at each of these steps in depth. Examples of what this might look like are also included. Please note that these are only examples and that there are numerous other objectives that can be set.

Student Learning Objective (SLO)

PPfT Year-long SLO Timeline 2017–2018

The following is a suggested timeline for yearlong SLOs.

Timeline	SLO Process
Determine Student Need	• Collect and analyze data to determine student group and area of high need
August 28 – October 27	• **Year-long** SLO pre-assessment window open
October 20	• **Year-long** SLO student enrollment cutoff date
October 27	• Complete **year-long** SLO submission form and submit with pre-test scores for appraiser **validation** in the online database
Between Pre- and Post-test	• Monitor student progress toward Student Learning Objective
November 17	• Appraiser validates all **year-long** SLOs
December 8	• All **year-long** SLO revision requests from appraisers must be completed and resubmitted by teachers
October 30 – January 31	• Teachers may contact a member of the district SLO team to request a revision to their SLO due to assignment/roster changes
January 12	• New hire/reassignment cutoff date
March 19 – April 20	• **Year-long** SLO post-assessment window open
April 20	• Complete final **year-long** SLO verification form and submit post-test scores for appraiser **verification** in the online database
April 27	• Appraisers verify all **year-long** SLOs

Student Learning Objective (SLO)

2017-2018 PPfT SLO Fall Semester Timeline

Timeline	SLO Process
Determine Student Need	• Collect and analyze data to determine student group and area of high need
August 22- September 29	• **Fall** semester pre-assessment window open
September 20	• **Fall** semester student enrollment cutoff date
September 29	• Complete **fall semester** SLO submission form and submit with pre-test scores for appraiser **validation** in the online database
October 6	• Appraiser validates all **fall** semester SLOs
October 20	• All **fall** revision requests from appraisers must be completed and resubmitted by teachers
Between Pre- and Post-test	• Monitor student progress toward learning objective
October 30 - December 8	• **Fall** semester post assessment window open
December 8	• Complete final **fall semester** SLO verification form and submit with post-test scores for appraiser **verification** in the online database
December 15	• Appraiser verifies all **fall** SLOs

2017-2018 PPfT SLO Spring Semester Timeline

Determine Student Need	• Collect and analyze data to determine student group and area of high need
January 4 – February 2	• **Spring** semester pre-assessment window open
January 12	• New hire/reassignment cutoff date
January 30	• **Spring** semester student enrollment cutoff date
February 2	• Complete **spring semester** SLO submission form and submit with pre-test scores for appraiser **validation** in the online database
February 16	• Appraiser validates all **spring** SLOs
March 2	• All **spring** revision requests from appraisers must be completed and resubmitted by teachers
Between Pre- and Post-test	• Monitor student progress toward learning objective
March 19 – April 20	• **Spring** SLO post-assessment window open
April 20	• Complete final **spring semester** SLO verification form and submit with post-test scores for appraiser **verification** in the online database
April 27	• Appraiser verifies all **spring** semester SLOs

* If teachers need to request a revision to their semester SLO due to assignment/roster changes, please contact a member of the district SLO team.

Student Learning Objective (SLO)

Who writes SLOs?

Most teachers who are assigned to a campus by the new hire cut-off date are required to write one SLO.

- Teachers who directly instruct at least 50% of their time with students and have a consistent group that they see throughout the year will be required to write an SLO.

- Teachers who directly instruct at least 50% of their time with students but have revolving groups throughout the year will notbe required to write an SLO. The SLO score will be replaced with a weighted average of all the other PPfT measures. Please see the **PPfT Appraisal Plans** for the list of campuses and assignments who will not write SLOs.

- Teachers who do no directly instruct 50% of the time will not be evaluated with PPfT and are not required to write an SLO.

SLO Requirements and Core Guidelines

Failure to meet the requirements below will result in the teacher receiving a zero ("0") for their SLO appraisal score.

- SLO must address the course number where the teacher instructs the largest student population unless an alternate plan is approved by the appraiser.

- SLO must address all students from listed course numbers.

- All submission and revision deadlines must be met.

- Each section of the SLO entry must meet the guidelines in this support guide.

- All students must have a pre- and post-assessment score. Keep all original SLO-related materials, including accompanying graded student work, for at least one full year after your final submission.

- Altering student answers or using SLO assessment items for the purpose of instruction or review at any point in the year is strictly forbidden and will result in the SLO being invalidated.

- Revisions requested from your appraiser during validation must be completed according to the comments within 10 working days.

Who validates my SLOs?
SLOs are reviewed and validated by your campus appraiser for rigor and completion according to the guidelines in this support guide.

I was hired after the school year began. Do I write SLOs?
Teachers who are hired on or before the new hire cut-off date, will write SLOs. Those teachers have the option of creating a new SLO or taking over an existing SLO if one has already been created.

Semester SLOs

Which semester should I use?

Teachers may choose either fall or spring to create their SLO, but teachers will want to consider using the first semester to avoid any issues with state testing.

Student Growth

SLO Course Number

Purpose

To determine which course and student population will be addressed in your SLO.

Guidelines

- SLO must address the course number where the teacher instructs the largest student population. If your largest course is not an area of high need, then you may request approval from your appraiser to use a different course.

- Include all sections and students in identified course number that are taught by that teacher.

- Must address a high need for the majority of the student population within the course. There may be outliers but the SLO should be a significant need for the vast majority of the students.

Guiding Question

- What course serves the most students?

Directions

1. Determine the course number(s) you will use on your SLO.

Materials/Resources

- List of course numbers

- Student enrollment in courses

Required Documentation/Product(s)

Enter Course Number in SLO Database

"I teach multiple subjects and I am not sure which one to choose. What should I do?"

Your SLO will need to focus on your largest course number based on enrollment. After determining your course, try to focus your SLO on one of your greater areas of need. If you need more guidance, discuss your options with your appraiser or contact the SLO Team.

"What if I am a teacher who is not assigned to a course and don't have a roster?"

You have a few options. You can focus on:

- Entire caseload

- Entire caseload at largest grade level

- Entire caseload at largest present level

- Mirror a classroom teacher. Please see **Appendix J** for defitions and process for mirroring.

If you need further guidance contact your appraiser or a member of the SLO Team.

Student Growth

SLO Needs Assessment

Purpose

Determine significant areas of need for the students in your identified course

Guidelines

- SLO must address an area of high need for almost all included students.

- Where formal data is available, it must be specifically referenced.

- When there is no formal data, there must be an explanation of how needs were determined.

- Pre-assessment results may be used to add further validity to the needs assessment.

Guiding Questions

- What needs were identified for all students?

- What strengths were identified for all students?

- What are the campus priorities (CIP and other campus initiatives)?

- If no formal data is available for my subject, what other methods can I use to determine my students' needs?

- Are the identified needs aligned with my grade level standards?

Directions

1. Collect data from available resources.

2. Identify campus needs/goals and apply to your area of instruction.

3. Analyze data — Look for patterns, trends, strengths, and weaknesses for all students.

4. Use results of analysis to determine high need areas that could be used for the purposes of your SLO.

5. Compare data/needs assessment with grade level team and/or department head for determining common areas of need to align instruction, interventions, and resources.

Student Growth

SLO Needs Assessment

Materials/Resources

- CIP (specifically Goal 1: Improve Student Achievement)
- District and campus-wide data reports
- Teacher assessments
  - Teacher developed formative assessments
  - Running records
  - Observations/anecdotal evidence
  - Elective Departmental Exams
  - District and campus generated data identifying needs across larger student groups
- Historical data/trends

Example: Examples of data analysis using multiple forms of data can be found in **Appendix G.**

Required Documentation/Product(s)

Complete the Comments/Area of High Need data field in the SLO entry form. This can be done at any point before submitting.

Next Steps

Creating an assessment?

You'll need to write your learning objective next, and then create your assessment.

Selecting an assessment?

You'll need to select your assessment from the SLO database next, and then write your learning objective.

I teach a course where most students have little or no knowledge of the subject when beginning the year (e.g. French 1). How do I determine needs for the purpose of an SLO?

Historical data is often beneficial in these circumstances. What content have students struggled to understand or retain in the past? What assessments are you basing that determination on?

What if my students have significant needs in multiple areas that would each be appropriate for an SLO?

Consider your Campus Improvement Plan to see if there is alignment with any of the needs you identified. If there is no alignment and if one need is no greater than another, you can choose either. Although you will teach the content for both areas with the same depth and high expectations for growth, you will need to choose one area to track for the purpose of your SLO.

Should I look at the data around individual TEKS or STAAR Reporting Categories?

Examine the data on all levels. This will help to inform your instruction regardless of how you structure your SLO. The Learning Objective section of this manual provides details regarding how broad or narrow the SLO can be.

Student Growth

Selecting an SLO Assessment

Purpose

To select or create a rigorous and aligned tool used to measure student growth over the full length of a course.

Selecting an assessment?

Go to the SLO database and browse the list of teacher created assessments. Select an assessment that is aligned to the course number and to the needs of your course number from the pre-populated list. This will provide you with the TEKS and growth target for your SLO. Administer the pre-assessment to your students.

Creating an assessment?

Use your needs assessment to determine the TEKS that will be addressed in the SLO. Use the TEKS to develop an appropriate assessment. Refer to the Assessment section of this support guide for more details.

* **Assessments were developed and reviewed by Austin ISD teachers.**

Guidelines

* Teacher developed assessments must be created through collaboration, not in isolation.

* All questions and test content must be aligned with the identified **Learning Objective** and grade level TEKS.

* Assessments may cover as few as three student expectations from the TEKS but should not be broader than a single (entire) STAAR Reporting Category.

* All content in your learning objective must be covered in the assessment (STAAR Reporting Categories must be covered in their entirety).

* TEKS/SEs and level of question should be identified and labeled for each question on the assessment map.   See **Appendix F.**

* Assessments must measure individual student performance, not a group's performance.

* Individual test items must vary in levels of difficulty (30% from Level 1- Recall, 60% from Level 2 - Application, 10% from Level 3 - Analysis). See **Appendix F** for specific definitions.

* Assessments must meet at least one of the following requirements for length:
  • Multiple Choice: Minimum 10 questions for pre-k and kindergarten, 15 questions for 1st, and 20 questions for grades 2-12
  • Short Answer: Minimum 5 questions
  • Essay: Responses must be at least 1 page in length and graded using a rubric

* Multiple Choice: Must contain at least 4 answer choices.

Student Growth

SLO Assessment

* Rubrics must clearly define the criteria for achieving a specific number of points in multiple related skills at multiple levels of proficiency. All descriptors must be specific. The highest level of attainment must allow students to exceed grade level expectations. See **Appendix F** for an example.

* When using a rubric, students must receive an independent score for each skill being assessed, which can then be totaled into a final score.

* To maintain testing integrity, when multiple teachers select the same SLO assessment, they should administer the assessment in the same way and on the same day. Follow STAAR testing procedures and protocols.

* Requirements for ensuring test integrity:
- Give students the test only one time per administration (pre and post).
- Tests should be administered to all students on the same day. Absent students should make the test up ASAP.
- Do not review questions or answers with students at any time throughout the year.
- Students should not grade the assessments.
- Do not send tests home with students.
- Make assurances against cheating.
- Monitor students and do not alter their answers.
- Teachers may not complete answer documents for students unless required by the student's IEP.

- Hints, helping tools, detailed instructions, etc. are not allowed. If they are an integral part of your test, they must be clearly identified in your SLO entry, approved by your appraiser, and given on both the pre- and post-assessments
- True/False, matching, and fill in the blank test questions may not be used.

Subject Specific Requirements

Language Arts
- Fluency may not be used alone. It may only be combined with comprehension and/or other more thorough measurements.
- High Frequency Word Lists may not be tested in isolation.

Keyboarding
- Must include both speed and accuracy.
- Must be documented in Microtype with official report provided verifying date of administration.

Foreign Language
- Neither conjugation nor vocabulary may be tested in isolation.

SLO Assessment

Guiding Questions

- What style assessment will best measure student performance and growth for my area of need?
- What resources are available to create or find tests in my subject area?
- Will my students be exposed to any of these questions again throughout the year?
- Does my assessment measure depth of understanding, and are there questions that would challenge even my most knowledgeable students?

Materials/Resources

- Suggested resources for building SLO assessments:
  - District assessments
  - Colleagues
  - State released tests
  - Study guides
  - Test creators from textbooks with copyright permission

Important Note:

All students in an SLO have to take the same test. If the same test is not appropriate for all students in the SLO, then the assessment should be changed.

Directions

1. Select or create an assessment:

   If selecting an assessment, choose it from the dropdown menu in the SLO Database to populate the assessment information, TEKS, and growth target.

   If creating an assessment, identify the TEKS from your needs assessment and use to develop an assessment that meets the guidelines listed above. Submit your teacher-created assessment to your appraiser, who will notify you of approval or revisions.

   For either option, save the assessment and answer key to attach to your SLO entry.

2. Administer according to student's IEP, 504, and/or ELL status, if necessary.

3. Administer the assessment to students (make a plan to ensure that absent and newly enrolled students who enter on or before the student enrollment cut-off date are given the pre-assessment).

Required Documentation/ Product(s)

- If using a created assessment, fill in the Assessment field of your SLO entry with a complete description of the test (teacher made, resources used, etc.), the length of the test and the grading scale used, as well as any special notes or instructions.
- Upload a blank copy of your assessment to the SLO database.

What happens if my test doesn't meet the criteria?

If it is determined that your assessment does not meet the criteria, you will be given a chance to revise your test or use a pre-approved assessment. Do not administer the test to your students until it has been approved by your appraiser .

Can I use benchmark tests for my SLO?

No, benchmark tests are comprehensive, while SLOs are targeted. Also, benchmark tests are not normalized from the beginning of the year to the middle and end, and are therefore not a reliable measure of growth.

Can I use STAAR Scores?

No, in addition to being comprehensive, the STAAR test is only given once a year and therefore does not measure growth throughout the year.

Do I give accommadations to students with 504s, IEPs, and/or based on ELL status?

Yes. Any and all accommodations required by law or district policy should be used for all instruction and assessments, including SLOs.

Student Growth

SLO Learning Objective

Purpose

Establish a learning objective aligned to student needs, the TEKS, and your Campus Improvement Plan (CIP), which will be measured for the purpose of your SLO.

Guidelines

- Must be a statement of learning aligned to TEKS.
- Must be focused on multiple related areas of high need for all students addressed in the SLO.
- Learning objectives can be as narrow as three Student Expectations from the TEKS but no broader than a single STAAR Reporting Category.
- Must be a rigorous and complex goal of student learning appropriate for instruction and growth over the full length of the course.
- Should be primarily focused around Readiness Standards in all STAAR Tested Subjects.

Guiding Questions

- What TEKS and/or STAAR Reporting Category are/is aligned with the identified needs and selected/created assessment?
- What are the relevant campus initiatives or Campus Improvement Plan (CIP) goals, and how do I ensure that my SLO supports them?

Directions

1. Turn the TEKS or identified STAAR Reporting Category into a statement of student learning, stated in a complete sentence.

Example of a STAAR Reporting Category:

My students will demonstrate an understanding of the concepts and uses of measurement.

2. When using multiple related TEKS and/or student expectations (SEs), just combine and rephrase.

Example of related TEKS:

My students will understand how natural events can impact Earth's features and systems, and how the sun and ocean interact to influence and produce weather systems.

How do I write my learning objective?

Use the language of the TEKS or standards that describe your area of high need and rephrase them into a statement of student knowledge and skills. You can even begin the learning objective with "The students will be able to…" and complete the sentence with the standards.

How broad or narrow can my learning objective be?

Objectives can be as narrow as three student expectations from the TEKS (if it meets all other listed guidelines), but no broader than a single entire STAAR Reporting Category.

What is an example of a learning objective that is too narrow?

A third grade math SLO with a learning objective focusing on reading clocks and measuring elapsed time would be considered too narrow. If reading clocks is a need, there are likely other aspects of measurement (temperature, length, estimations, weight, etc.) that are needs as well and should be included. If there are no other aspects of measurement that are a significant need, then reading clocks should not be used for this learning objective.

Student Growth

SLO Pre-Assessment

Purpose

Grade pre-assessments, analyze, document results, and save student work.

Guidelines

- Student work for all students must be saved for one year beyond the summative report. You may want to scan your student work into a PDF file using the campus benchmark scanner.
- Score all student work and save.
- SLO student data should be recorded on a pre-populated roster found in the SLO Database. It includes the following fields: Student ID, Name, Grade, Course, Section, SLO Status, Enrollment Status, Pre-Test Score, Post-Test Score, Growth Target, Actual Growth, Met Target, and Comments.

- You are responsible for grading accuracy. SLOs will be measured against the actual score, not the reported score, when there is a discrepancy. Automated scoring should always be double checked.

Guiding Questions

- What is the best way to document my students' work in order to maximize transparency and verifiability?
- Did I score consistently?

Directions

1. Grade assessments.
2. Enter pre-test scores for each student individually on your roster and growth targets will auto-populate.
3. Save the roster on the SLO Database.

Required Documentation/ Product(s)

- Upload a blank copy of assessment, cover page, and assessment map if you created your own.

Can I use the General Test Grading function on the benchmark scanner?
This solution, though convenient, is prone to errors and is therefore not recommended. You may use it, but you are ultimately responsible for accurate grading of both the pre and post-assessments.

Can I use Scantrons?
Yes, though you are still responsible for scoring accuracy on both the pre- and post-assessment.

Can I transfer my students' answers to an answer sheet?
No, saved student work must be the actual student work (this could be either the test booklet or an answer sheet), unless it is a modification specified in an IEP.

Student Growth

SLO Growth Target

Purpose

A rigorous goal for student growth from the beginning of the year (or semester) to the end that is determined by the assessment selected or created.

Guidelines

- Teachers who select an assessment will have their growth target determined and pre-populated in the SLO entry. The remaining guidelines are for teacher created assessments.

- The standard growth target for a 100-point test is: Students will make half the growth required to score 100. (100 – Pre Test Score) /2.

- Assessments that do not add up to 100 points, or are not using a percentage score, will be based on a formula which requires students to grow by at least ½ of what is required to attain a perfect score. (Perfect Score – Pre Test Score) /2.

    Example: An assessment with a perfect score of 32. Students will make half the growth required to score 32. (32 – Pre Test Score) /2.

- Pre-k and kindergarten growth targets must attain a score equal to 70% as a minimum to meet the expectations set forth in the TEKS.

    Example: Students will score at least a 70 if they score 0 to 40 on the Pre-Test, OR they will make half the growth required to score 100 if they scored 41 or higher on the pre-test.

- Growth targets for rubrics, non- 100 point assessments, without a ceiling, or assessments based on uneven scales, will need to approximate the same level of rigor as the formula by using a multi-tiered target. Contact a member of the SLO Team for help with non-standard growth targets.

- Must be based on the same grading scale that your assessment was scored on.

Guiding Questions

- Did you consider the grading scale of your assessment when writing the growth target?

Directions

1. If using a 100 point assessment, use the formula (100 – Pre Test Score) /2.

2. If using an assessment that does not have 100 points, use the formula (Perfect Score – Pre Test Score) /2.

3. If you believe either your student population or your assessment warrant a different growth target, contact your appraiser for approval to create a rigorous year-long growth target that considers what growth would go beyond normal expectations for a year.

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Student Growth

SLO Growth Target

Materials/Resources

- SLO samples in **Appendix G**
- SLO Core Team

Required Documentation/ Products(s)

- Select a growth target from the dropdown menu on the SLO if you created an assessment.

How is the percentage of students who achieved the goal calculated?
Each student counts as either a "yes" or a "no", depending on whether they met the goal set in the growth target. In order to calculate the percentage of students who successfully met the goal, divide the number of students who met the target (counted as a "yes" on the roster) by the total number of students included in the SLO. The formula is:
  Final % = number of students who met specified growth/total number of students in SLO

What if a student withdraws? Do they count toward my goal?
No. Do not include students who have withdrawn prior to giving the post-assessment when calculating your final percentage. When they withdraw from the course the student will be greyed out on the roster.

Do chronically absent students count toward my total?
Yes, they should be counted. Note the number of days the student was absent in your final entry and bring documentation of your efforts to get the student to school (eCST documentation) to your final meeting with your appraiser. Students can be exempted at your appraiser's discretion in extreme circumstances.

Do my special education and ELL students count toward my total?
Yes, they must be included in your SLO. All students should receive accommodations as required by the IEPs, 504s, and ELL status.

I teach Life Skills or PPCD. How do I construct a growth target for my students?

Contact one of the SLO Core Team members. They will work with you and your appraiser to help craft an appropriate growth target for your students.

I'm a PPCD teacher and feel that 1/2 growth target for my students is not appropriate.

PPCD, SBS, SCORES, and Life Skills teachers have the option to set 1/3 growth target if they determine with appraiser that the 1/2 growth target is not appropriate for their student population.

SLO New Student Enrollment Cut-off

Important Note: All students enrolled by this date must be pre-assessed.

Purpose

Finalize list of students who must be included in your SLO based on the date of enrollment.

Guidelines

- All students enrolled on or before the cut-off date must be included in your SLO.

- All students must be given both a pre- and post-assessment in order to count as having successfully met the growth target.

- For semester SLOs pre- and post-assessments must take place during the same semester.

Guiding Questions

- Which course numbers are included on my SLO?

- Have I given all students who registered on or before the cut-off date a pre-assessment?

Directions

1. Check class rosters for all course numbers included in your SLO on the new student cut-off date.

2. Administer pre-assessments to all students who have not yet been tested.

3. Grade pre-assessments and add scores to your roster.

Materials/Resources

- TEAMS — for checking your enrollment on the actual cut-off date.

- Your campus registrar — for generating a report of enrollment on the cut-off date after the fact.

Required Documentation/Product(s)

- Nothing is due at this time.

Spring Semester SLO

- All students enrolled on or before the cut-off date must be included in your SLO.

- Pre- and post-assessments must take place during the same semester.

Student Growth

SLO Database Entry

Purpose

To officially document and submit your SLO in the SLO database for validation by your appraiser.

Guidelines

- All SLOs must be entered in the database and submitted by the deadline.

- Each field in the database must be filled out according to the guidelines set for in the corresponding sections of this manual.

- Your roster is based on your TEAMS Gradebook roster. Student names, ID numbers, course numbers, individual growth targets, and actual student growth will be pre-populated. You will need to manually enter your pre- and post-assessment scores into the roster.

Guiding Questions

- Am I fully aware of the general SLO guidelines and SLO requirements, as well as the guidelines for each step in the SLO process?

- Is my student pre-assessment data entered into the roster?

Directions

Important! Click "Save" early and often when working in the SLO database! The database "times out" after approximately 60 minutes of inactivity, which results in all unsaved data being lost.

1. Use your AISD cloud username and password to log in to the SLO database.

2. Fill out each field of the SLO entry according to the guidelines in the corresponding sections of this support guide.

For extended database entry instructions with screenshots and brief explanations for each field, please see the **Appendix H.**

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3. Attach blank assessment with cover page and answer key, if you created an assessment.

a.   From the "Upload Attachments" section of the SLO entry, click the "choose file" button.

b. Browse to the location on your computer where the file you would like to attach is saved and click on the file.

c. Click "Open"

d. Click "Attach" button at the bottom of the page. There will be a delay as the file uploads from your computer to the database. The upload is complete when you are back in the SLO view of the database.

4. Save and verify your entry.

5. Go to the roster and be sure that all students are listed, have pre-test scores, and have growth targets. Click "Save Roster" button.

6. Go to the SLO and click the "Submit for Validation."

Materials/Resources

- **SLO samples**

- Technology Help documents in **Appendix H**

Required Documentation/ Product(s)

- Complete entire SLO database entry and click submit

> **How do I know if my SLO has been validated?**
>
> You can check the status of each SLO from the "My SLOs" view of the database. "Status" is the third column from the left.
>
> If it is not visible, you might need to scroll the page to the right using the bar at the bottom of the page.

SLO Progress Monitoring

Purpose

To monitor and measure student progress toward the identified **Learning Objective.** This is the most important part of the process.

Guidelines

- Items used in SLO assessments may not be given to students, used for instructional purposes or included in any non-SLO assessments.
- Skill-based rubrics (as opposed to content-based rubrics) can be used for instruction throughout the year.

Guiding Questions

- What resources do I have available to monitor student growth that were not used in my SLO assessment?
- How can I spiral the content from my learning objective into lessons throughout the year?
- How can I support my colleagues to ensure that we all are monitoring student progress?
- What professional development would help me achieve my goals?
- What additional resources would help me achieve my goals?
- What are other teachers doing to incorporate their learning objective into lessons throughout the year?

Materials/Resources

- Professional Development, journals and books related to effective instruction in your specific content area, around best practices, effective planning, differentiating, spiraling etc.
- Colleagues

Required Documentation/Product(s)

None

Continue monitoring students' progress. Design lessons that creatively incorporate your learning objective throughout the year. Give occasional short cycle assessments and adjust instruction as necessary.

Year-Long SLOs- All students enrolled on or before the cut-off date must be included in your SLO.

Semester SLOs- All students enrolled on or before the cut-off date must be included in your SLO.
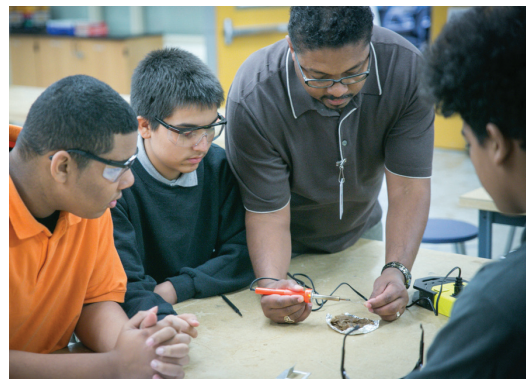
SLO Revision Requests

Purpose

Revise your SLO as required after review from your appraiser, or request your own revision as a result of significant changes to your student group or teaching assignment.

Guidelines

- Completing revisions according to a specific request made by your appraiser is required.
- Complete all revisions within 10 working days of the date requested.
- You may request a revision if there are significant changes to your student group or teaching assignment. Please contact the SLO Team.

Guiding Questions

- What specific part(s) of my SLO are in need of revision?
- How long will it take to complete the request? Since there is a 10 working day window to complete your revision, planning is imperative.
- Have there been any changes to my class or teaching assignment that would require a revision?

Directions

1. Log into the SLO database.
2. Click "Edit" next to "Revision Required". Clicking this button will allow you to edit your SLO. Revision comments will be at the bottom of your SLO.
3. Complete all revisions according to the comments from your appraiser.
4. Submit your revised SLO for validation.

Materials/Resources

- Email sent with revision comments and instructions for completing the revision.

Required Documentation/Product(s)

- Complete revisions and submit revised SLO within 10 working days of receiving the request.

> **How do I know if a revision is required on my SLO?**
> Any time a revision request is generated you will receive an email with the revision comments. You can also check the SLO Database and look at the "Status."
>
> **What if I do not agree with the revision request?**
> Revisions are generated when your SLO does not meet the guidelines, and must therefore be completed. If you feel that your SLO does meet the criteria, please contact your appraiser so your SLO can be reviewed again.

SLO Post Assessment

Purpose

Administer post-assessment

Guidelines

- Post-assessment and pre-assessment must be the same, with the following exceptions:
  1. The order of questions and choices may be changed, but question wording and content must stay the same.
  2. Qualitative and skill-based rubrics can often use different content on the post-assessment, but the rubric must be the same.For example: An art rubric focused on shading, proportion and perspective could use a different subject for the pre- and post-assessment, but still accurately measure growth in those skills over the year. If you are unsure about whether this would apply to your assessment, please contact a member of the SLO Team to ask.

- All students who are enrolled prior to the **New Student Cut-off Date** and have not withdrawn must be given the post-assessment. It is recommended that you do not wait until the last minute to test as students who are absent must still be included in your final calculation.

- Students without both a pre- and post-assessment must be counted as not having met the growth target in your final calculation.

Directions

- Administer post-assessments according to the guidelines set forth in the **Assessment section** of this support guide.

- Grade tests according to guidelines in the **Pre-Assessment section**.

- Directions for completing your roster are on the **Final SLO Submission instructions**.

Materials/Resources

- Your roster.

Required Documentation/Product(s)

- Save graded student work for one year.

- Complete the roster for your Final SLO Submission Form.

> **What if a student is absent during testing?**
> All students need both a pre- and post-assessment on record, so absent students should be tested immediately upon their return. Students who are required to be included in your SLO but who do not have both a pre- and post-assessment score count against you when calculating your final percentage.
>
> **What if I am not sure when a student enrolled?**
> Your campus attendance clerk can generate an enrollment report for the new student cut-off date.

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SLO Final Submission

Purpose
Calculate and document final student performance on SLO.

Guidelines

- Students must have both a pre- and post-assessment in order to count as a "yes" when calculating the final percentage of students who achieved the growth target. Students without both a pre- and post-test must still be included but counted as a "no."

- Students enrolled prior to the **New Student Cut-off Date** must be included in your SLO.

- If a student withdraws from your class at any point during the school year, the student will be greyed out on the roster. Do not include these students when calculating your final percentage.

Directions

- Login to the SLO database and click on the SLO tab.

- Complete your SLO roster by doing the following:

  - Ensure that all students on your roster before the **New Student Cut-off Date** are included.

  - Enter pre-test scores and post-test scores. The roster will auto-calculate your final percentages.

  - The roster will auto-calculate each student in the "Met Objective" column as a "yes"or a "no", depending on whether or not they met the individual growth target.

  - Students who have withdrawn should not be included in your final calculation, and will be greyed out on the roster.

- The roster will auto-calculate the final percentage of students who met your goal by using the following formula: Final % = number of students who met specified growth ÷ total number of students in SLO

- In the "teacher comments" field, add any extra notes or comments, as well as request individual student exemptions:

  - If you have students with any special circumstances that you feel should exempt them from being included in your SLO, explain that in the "Teacher Comments" field and check of the "request exemption" box. Your appraiser will make that determination when verifying your SLO.

  - If you are requesting an exemption for absences, indicate the number of days the student was marked absent from your class in your teacher comments. You should also be prepared to provide documentation if your appraiser requests it.

SLO Final Submission

Materials/Resources

- Database entry instructions for login information

- Roster with all student data and fields completed

Required Documentation/ Product(s)

- Complete final roster.

- Complete all fields in the Verification Form and click submit.

What if I have students who I don't feel should be included in my SLO?

If you have students with any special circumstances that you feel should exempt them from being included in your SLO, explain that in the "Teacher Comments" field of your final entry. You should also bring any documentation regarding these circumstances to your summary meeting with your appraiser.
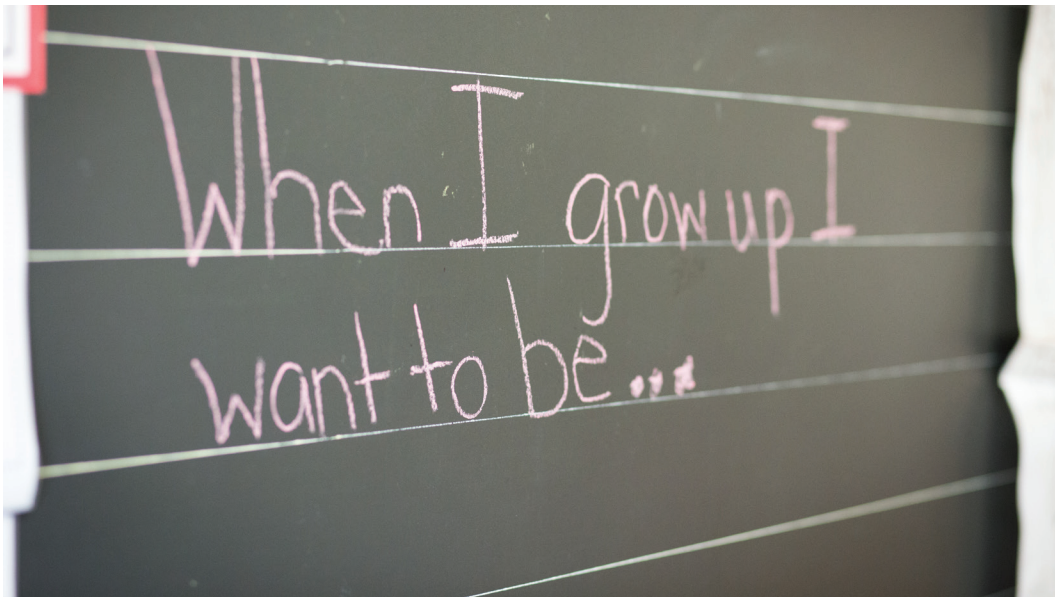
System Scoring

Instructional Practice Scoring

The announced observations will be scored using the Instructional Practice Rubric and teachers will receive a score from 1-4 reflecting the average from the seven strands. The two observations (fall announced and spring announced) will be averaged for one instructional practice score that will be multiplied by 50 (as it is worth 50%) as part of the total score.

Professional Growth and Responsibilities

The five strand scores will be averaged for a score of 1-4. That score will be multiplied by 25 (as it is worth 25%) as part of the total score.

Student Growth

There are two parts to student growth.

For the Student Learning Objective (SLO), the percentage of students who met the growth target will be divided by 25 to put the score on the 4 point scale. That number will be multiplied by 15 (as it is worth 15%) as part of the total score.

For school-wide value-added, the reading score and math score will be compared to the scale below and averaged into a 1-4 score. This score will be multiplied by 10 (as it is worth 10%) as part of the total score.

4 = Above Expectations

3 = Met Expectations

2 = 1 Standard Deviation Below Expectations

1 = 2 Standard Deviation Below Expectations

Final Score

The PPfT system uses a scoring spectrum of 5 levels: distinguished, highly effective, effective, minimally effective and ineffective. All components will be multiplied by the percentage numbers and added together for a final score that will fall along the spectrum shown below. Each teacher will receive a final rating based on the total score.

Please note, that the value calculated is a high level of precision (16 decimal places) and are rounded to two decimal places for display purposes. This can cause the results to differ from what is calculated using the component values.

PPfT Scoring Spectrum

Ineffective	Minimally Effective	Effective	Highly Effective	Distinguished
85	200	257	314	370 400

System Scoring

Example

Instructional Practice

All scores will be averaged for one instructional practice score of 1-4

		Score
Fall Announced Observation	Score Averaged to 1-4	3.43
Spring Announced Observation	Score Averaged to 1-4	3.5
	Average	**3.47**

Professional Growth and Responsibilities

All strands will be averaged for one score of 1-4

Score
3.59

Student Growth

Student Learning Objective

		Score
Percentage of students who met the growth target (Example: 87%)	Percentage Divided by 25	**3.48**

School-wide Value-Added

		Score
Based from value-added score received from SAS for reading and math (Example: Reading =3 and Math = 1 for an average of 2)	4= Above Expectations 3= Met 2= 1 SD Below Expectations 1= 2 SD Below Expectations	**2**

Component	Score (1-4)	Pie Chart Percentage	Weighted Score
Instructional Practice	3.47	X 50	173.5
Professional Growth and Responsibilities	3.59	X 25	89.8
Student Learning Objective	3.48	X 15	52.2
Schoolwide Value-Added	2	X 10	20
		Total Score	345.50

Ineffective	Minimally Effective	Effective	Highly Effective	Distinguished
85	200	257	314	370 400

Operational Procedures

Components:

- All teachers will have a full appraisal every year per Board policy. There are three **PPfT Appraisal Plans**. A teacher is defined as directly instructing students 50% of the time of more and is designated a teacher by Human Resources.

- First year teachers and teachers new to AISD, teachers on special campuses and teachers with special assignments will use their Student Learning Objective for the entire 25% of student growth since they will not have a value-added score. See **PPfT New Teacher Plan**.

- For teachers who are in one-to-one teacher assignments with one or two students in a classroom setting, appraisers will use the modified PPfT Individual Appraisal, which can be found **here**.

- There will be no waivers/incomplete appraisals. Every teacher will receive an appraisal every year.

Observations and Feedback:

- Appraisers are required to provide feedback in HCP within 10 working days of classroom visits and announced observations.

- Classroom visits are not scored numerically. However, feedback is required after each visit.

- Post conference must be held within 10 working days of sharing the feedback. Teachers have 5 working days to respond after post-conference.

- Teachers can request a pre-conference before the announced observation.

- No announced observations in the three weeks following the training/orientation. See timeline for additional prohibited observation dates.

- If an appraiser does both observations, the second observation will be invalidated and the incomplete appraisal policy will apply.

Individual Learning Plan:

- Teachers must complete an **Individual Learning Plan** (ILP) in HCP within 3 weeks of the PPfT Appraisal online orientation being made available.

Summative:

- Summative report will be available 15 days before end of school.

- Summative conferences must be complete by **May 24, 2018**. Summative can be waived by teacher, not by the appraiser, if the appraiser agrees.

- Once summative reports are made available in HCP, appraisal activities (i.e. Announced observations, Professional Growth and Responsibilities) cannot be re-opened.

Appeal Process:

- If a teacher wishes to challenge any portion of the appraisal, they must submit a written rebuttal within 10 District business days from the day the data for Professional Growth and Responsibilities is shared with the teacher, and 15 days from the sharing of Announced Observation Data. If a written rebuttal is not submitted within the alloted days, a teacher will be unable to move forward in the grievance process. Employees must comply with the grievance procedures outlined in Board Policy DGBA (Local).

Incomplete Appraisals:

Every teacher will receive an appraisal every year. If a teacher has an incomplete appraisal, he or she will have to choose one of the following options in order to complete the process:

- Have the observation completed within 10 school days after the request

- Accept an incomplete appraisal (For PPfT Compensation, this will result in 0 points.)

Operational Procedures

Reopening a Closed Appraisal:

Once the visit or observation is finalized, the activity may only be re-opened with written approval from the teacher within 10 days of the observation or visit.

Late Hires:

- Teachers hired between **November 3, 2017** and **January 19, 2018** will only have one announced observation and one classroom visit, which may be completed by one appraiser.

- Teachers hired in the second semester after January 19 th or who receive a temporary work letter/probationary letter will not be appraised for that school year.

- A new teacher hired by 1/12/18 may adopt an SLO from the previous teacher or create a new SLO based on 10/20/17 student enrollment cut-off date.

- Teachers who are hired after **January 12, 2018** will not write Student Learning Objectives and will have Instructional Practice replace their SLO percentage and School-wide Value-Added percentage. (Instructional Practice will be worth 75%). See **PPfT Late Contract Plan**.

Leave:

- Teachers who are on extended leave at the end of the school year and are not able to complete the appraisal process will not have an appraisal for the year.

- Teachers who are on leave in the middle of the year and are gone for more than 12 weeks may waive their SLO percentage and have it replaced with the school-wide value-added.

- Teachers on leave during the entire fall or spring observation window will only have 1 announced observation and 1 classroom visit for the window they were present on campus.

- If teacher goes on leave after 1/12/18 (new teacher cut-off date) is not able to complete the SLO process will substitute SLO score with the weighted average of School-wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities.

- A Teacher on leave before post-assessment window opens, does not have a completed spring observation and is not able to complete the SLO process, the observation will then be based on the first observation score and will substitute the SLO score with the weighted average of School-Wide Value-Added, Instructional Practice and Professional Growth and Responsibilities. Points will be redistributed from the other portions of the appraisal. This will be done through a weighted average:

    * Instructional Practice Score X .5

    * Professional Growth and Responsibilities Score X .25

    *School-wide Value-Added Score X .1

    *Add together and divide by 85

- Teacher returning from leave by 1/12/18 will have 20 working days to submit the SLO in the database. If a teacher submitted a year-long SLO prior to leaving, they can continue with that SLO. If a teacher submitted a fall semester SLO, they can opt to change to a spring semester SLO upon returning.

- A teacher who goes on expected leave part way through post-assessment window should plan to complete SLO Submission form, unless required to follow district benchmark calendar.

Intervention Plan:

- A teacher whose performance meets one of the following circumstances will be designated as a "teacher in need of assistance":

  - Total score falls in the ineffective category.

  - 1 in a strand on the Instructional Practice Rubric for the announced observation.

  - 1 in a strand on the Professional Growth and Responsibilities Rubric.

  - The Intervention Plan must be a collaborative process between the teacher and the appraiser, and must remain confidential.

The Intervention Plan must address:

  - The component(s) or strand(s) that caused the Intervention Plan.

  - What the teacher needs to do to improve.

  - Actions that the teacher needs to take.

  - Evidence to show improvement.

  - Timeline for improvement.

Appraisals and Teacher Pay:

Appraisal is one of four elements under the **PPfT Compensation** Framework, which adds pay increases to a teacher's regular salary. The framework builds the base through a point system. For more information, visit the **PPfT Compensation** website.

Training for Teachers:

Teacher orientation to the system will be available **August 15, 2017**. All teachers appraised under the new system must complete an online module that introduces the system, explains the scoring, and provides models for how teachers will be appraised

by September 5, 2017 (Training must occur within the first three weeks of the school year). Announced observations may begin **September 29, 2017**-observations cannot be conducted before this date.

Teachers hired late must complete the PPfT Online Orientation three weeks (21 days) from hire date:

- All teachers have three weeks (21 days) from hire date to complete the PPfT online orientation. For example, a teacher hired October 3 has until October 24 (21 days) to complete all portions of the PPfT online orientation.

- All teachers have three weeks (21 days) from hire date to complete the Individual Learning Plan. For example, a teacher hired October 3 has until October 24 (21 days) to complete the Individual Learning Plan.

Training for Appraisers:

- Appraisers will be certified yearly and the certification process covers the system, providing feedback, timelines, operational procedures, and Human Capital Platform entries.

- Appraisers may not observe or complete any portion of the appraisal without completing the certification process and must be re-certified each year.

- Appraisers must have administrator certification in order to become certified in the PPfT Appraisal System. An individual who does not hold an administrator certification and whose job description requires him/her to serve as supervisory staff of non-traditional classroom teachers may serve as an appraiser if the individual is certified as a PPfT appraiser and is approved by the Board of Trustees.

Operational Procedures

SLO Process:

- Teachers will have the option of requesting to use a different student group for their SLO rather than their largest course group. This must be approved by the appraiser.

- Teacher may opt to do their SLO at a non-home campus if it is more appropriate for the students.

- Appraisers can approve modified growth targets for SPED, Life Skills, PPCD, SBS based on IEP/504 goals if they are using grade level assessments.

- Students will test in the same language for both the pre- and post-assessments, unless otherwise changed by LPAC after pre-assessment administration. Students will not take an assessment in both languages.

- SPED and teachers who work as specialists have the option to mirror a classroom teacher whom they support with academic/behavioral instruction.

SLO Deadlines:

- All pre-assessments for year-long SLOs must be administered by the SLO submission deadline (10/27/17), with exception of new teachers hired after 9/29/17.

- Appraisers must send revisions back to teachers or validate SLO by 11/17/17. Final SLO revisions must be submitted by 12/08/17.

- Teachers have 10 working days to complete and submit revisions to their appraiser.

- Any fidelity concerns should be brought to the appraiser/principal's attention and Educator Quality department.

- Students who post-test and then withdraw after

the post-administration window will be included in the SLO final results.

- All year-long and spring SLOs must be verified by 4/27/18. All fall semester SLOs must be verified by 12/15/18. If the appraiser does not respond, then a different appraiser or associate superintendent will verify SLOs. .

- Teachers hired on or before 9/29/17 must submit the SLO by 10/27/17. Under special circumstances, appraisers may grant an extension of no more than 10 working days.

- Teachers hired after 9/29/17 have 20 days from their hire date to submit their SLO.

- If a fall semester SLO revision request requires administering an alternate assessment, teacher must create spring semester SLO. The fall semester SLO will be invalid.

- Teachers who do not submit an SLO for validation by the due date will receive a "0" for the SLO component of Student Growth.

- Teachers who created a fall Semester SLO and do not submit will receive a "0" and will not be allowed to create a spring semester SLO.

- All teachers with "Draft" or "No Activity" status will receive an automated reminder from the SLO Database 3 days prior to submission deadline. An automated notification will be sent out the day after the submission deadline to those still in "Draft" or "No Activity" status to instruct them to contact the appraiser regarding extensions, contact SLO Team with a tech issue, or click "Does Not Apply" button if not doing an SLO. Teachers who do not submit by the deadline will receive a "0" for their SLO appraisal score.

SLO Course Changes or Reassignments:

- If a teacher with a fall semester SLO is re-assigned after 9/20/17, the teacher will have the option to adopt the teacher's SLO they are replacing or choose to create a spring semester SLO.

- If a teacher with a fall semester SLO is required to administer a new assessment as a revision request, the teacher will have to create a new spring semester SLO instead.

- If a teacher's student roster or assignment on a year-long SLO changes, then the teacher may request a revision to their own SLO during the Revision Request Window (October 30 - February 2).

- If a teacher with a fall semester SLO is required to administer a new assessment as a revision request, the teacher will have to create a new spring semester SLO instead.

- If a teachers' SLO group dissolves after the new hire cut-off date (1/12/18), their SLO measure will be replaced with the weighted average of School-Wide Value-Added, Instructional Practice and Professional Growth and Responsibilities.

- If a teacher with a year-long SLO is reassigned before the new hire cut-off date (1/12/18), the teacher will need to create a new SLO for their new course or may choose to adopt the previous teacher's SLO for that course, if applicable.

- If a teacher is reassigned after the new hire cut-off date (1/12/18), then they are no longer required to complete the SLO process. In this scenario, the SLO score would be replaced by the weighted average of School-Wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities

- If a teacher's student roster or assignment on a year-long SLO changes, then the teacher may request a revision to their own SLO by going to a Google form

to provide the revision request information (link to be provided during the year). No revisions may be requested after January 31, 2018.

Teachers with Special Assignments and SLO:

- Teachers with Special Assignments who are coded as teachers and are unable to measure student growth or have an incomplete SLO due to circumstances beyond their control (like leave) will be weighted differently. Their SLO score will be replaced by the weighted average of School-wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities.

Timeline

PPfT Appraisal Requirements	Important Dates
PPfT Appraisal Orientation • *Teachers must complete online training by September 5, 2017.* • Must occur within 1st 3 weeks • Announced observations are not to begin earlier than 3 weeks after completion of orientation • **Individual Learning Plan** must occur no later than three weeks after teacher training is made available	**September 5, 2017**- Online training must be complete **September 11, 2017** - Individual Learning Plan due
Classroom Visits • Written feedback after all classroom visits is required- documentation must be shared with teacher within 10 working days • A minimum of two separate classroom visits (one in fall, one in spring)	**Fall:** September 11- December 8, 2017 **Spring:** January 8, 2018- April 27, 2018
Announced Observations • Observations can begin on September 29, 2017 (Observations cannot begin sooner.) • Two announced observations are required (one in fall, one in spring) • Each observation will be conducted by a different appraiser • Minimum of 30 minutes • Completed summary in the HCP shared within 10 working days of observation • Advanced notice is required • Pre conference may occur at the request of Teacher or Appraiser • A post conference is required for each announced observation within 5 working days from when the completed summary was shared. Teachers will have 5 additonal working days after the conference to enter rebuttal in HCP. (Toal of 15 working days)	**Fall:** September 29 – December 8, 2017 **Spring:** January 8 – April 20, 2018 **September 29, 2017-** Announced observations can begin **April 20, 2018**- Last day an announced observation can occur
Professional Growth & Responsibilities • Appraisers will use the scoring rubric to assess teachers in five strands	**April 13, 2018**- Must be finalized in HCP. **March 29, 2018** - Share with teachers
Student Learning Objectives (SLOs) • All teachers are required to write one SLO • Assessment must be approved by appraiser • SLO must be validated by appraiser • SLO must address all students in identified course number or numbers of largest group of students the teacher instructs * *New Student enrollment cut-off date is October 20, 2017- Year–long SLOs* *Please see* SLO Timelines *for important dates.*	**October 27, 2017**- Complete and submit SLO for validation in online database **November 17, 2017**- Appraiser validates SLO **December 8, 2017-** SLO revision requests from appraisers must be completed and resubmitted by teachers **April 20, 2018** - Complete final SLO submission form **April 27, 2018** - Appraisers verify SLOs
Additional and Summative Information • Summative Conference may be waived by Teacher, NOT APPRAISER, if the appraiser agrees • Summative Report will be available in the HCP by May 7, 2018 • Teachers must sign off on the report in the HCP by May 25, 2018	**May 7, 2018** – Summative report available and all pieces complete **May 24, 2018** – Summative conferences complete **May 25, 2018** – Summative report must be signed by teachers

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Prohibited Observation Dates

Announced observations (30 minute minimum) may not be conducted on the following dates.*

1. Any date outside of the appraisal period.

2. The instructional day before or after an official school holiday, or the day immediately after Thanksgiving, Winter Holiday, and Spring Break:

- October 6, 2017 day before student holiday
- October 10, 2017 day after student holiday
- November 17, 2017 day before Thanksgiving holidays
- November 27, 2017 day after Thanksgiving holidays
- December 19, 2017 day before student holiday and Winter Break
- January 3, 2018 day after student holiday Winter Break and
- January 12, 2018 day before Martin Luther King Day
- January 16, 2018 day after Martin Luther King Day
- February 16, 2018 day before student holiday
- February 20, 2018 day after student holiday
- March 9, 2018 day before Spring Break
- March 19, 2018 day after Spring Break
- March 29, 2018 day before student holiday
- April 2, 2018 day after student holiday

3. Days when campuses are taking standardized tests. (Check AISD testing calendar for these dates.)

4. Days when students are taking end-of-semester exams.

Brief classroom visits may occur at any time during a school year.

Appendix A

PPfT Working Group

| Office/Department	2015-2016
Academics	Jacquie Porter
Research and Evaluation	Lisa Schmitt
Human Resources	Eddie Curan
Professional Development	Jan John
Educator Quality	Joann Taylor
Educator Quality	Kimiko Krekel
Principals	Cathryn Mitchell
	John Rocha
Assistant Principal	Robert Deckard
Teachers	Ruben Ramirez
	Alexa Humberson
	Sarah Dille
Education Austin	Ken Zarifis
AFT Representative	Dyan Smiley

Appendix B

PPfT Appraisal Plans

PPfT New Teacher Plan:

New Teachers, Teachers New to AISD, Teachers on Special Campuses and Teachers with Special Assignments will only have student learning objectives for the student growth portion since they will not have a campus value-added score from the previous year.

- Clifton
- Rosedale
- Dobie Pre-K
- Instrumental Music
- Lucy Read, Uphaus
- Special Ed Audio H-Visual H
- State Deaf
- New teachers
- Teachers new to AISD
- Staff that moved from a location that does not have value-added

Student Learning Objective, 25%

Instructional Practice, 50%

Professional Growth and Responsibilities 25%
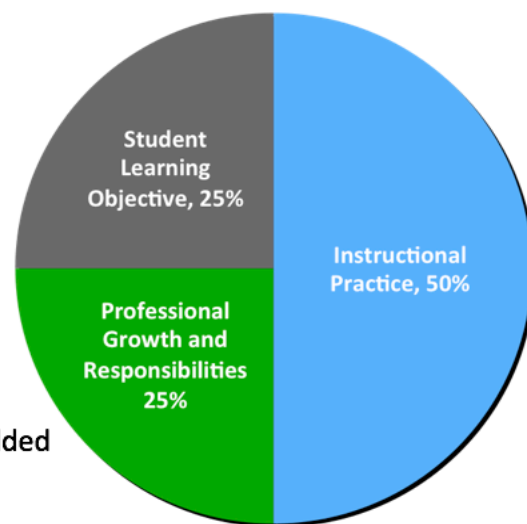
PPfT Late Contract Plan:

The PPfT Appraisal-Late Contract is for teachers hired in the second semester after SLOs are no longer able to be written.

- ALC
- Community Ed
- DAEP
- Garza
- Homebound
- Leadership Academy
- Learning Support
- Phoenix House
- Travis County Day
- Travis County D
- Teachers hired after specified date (TBD)

Professional Growth and Responsibilities 25%

Instructional Practice, 75%

Appendix C

Individual Learning Plan Questions

Teacher Name:_____

Individual Learning Plan

1. Using the strands from the rubric, identify 2 areas of strength and explain why you feel confident in those areas.

2. Using the strands from the rubric, identify 2 areas of growth and describe how you plan to address those areas this year. Please include a plan for professional development.

3. What are your professional goals for this year and what is your plan for addressing them?

Instructional Practice Rubrics

Student Engagement			
1	2	3	4
Students are rarely engaged and are distracted during direct instruction as indicated by not completing instructional activities, unresponsiveness to questions, inaccurate following of teacher directions, and not asking appropriate questions.	Students are somewhat engaged and interactive during direct instruction as indicated by some completion of instructional activities, some responsiveness to questions, following of some of teacher directions, and asking of some questions.	Students are actively engaged and interact appropriately during direct instruction as indicated by completion of instructional activities, responsiveness to questions, participating in discussions, and accurate following of teacher directions.	Students are actively engaged and interact attentively during direct instruction as indicated by completion of instructional activities, responsiveness to questions, participating in discussions that are meaningful to their lives, accurate following of teacher directions, asking of appropriate questions, and communicating lesson content authentically through student led dialogue.
The lesson moves at a pace in which students are frequently disengaged or left with nothing meaningful to do	The lesson moves at a moderate pace but students are sometimes disengaged or left with nothing to do	The lesson moves at a pace, such that students are rarely disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class)	The lesson moves at an appropriate pace such that students are rarely disengaged, provides options for student decision making during independent work time, and/or students who finish assigned work early have something else meaningful to do that relates to the objective.
Teacher does not explain concepts and/or does not engage students with instructional strategies	Explanations of concepts are unclear or disorganized and/or uses only one instructional strategy to engage students	Teacher clearly explains concepts and allows students to explore the concept. Teacher uses various instructional strategies to engage students.	Teacher provides an environment in which students are able to discover concepts and are actively involved in the learning process
Students are disengaged during independent and/or group work	Students display an effort to meet minimum expectations in independent and/or group work	Students display active engagement in independent and group work as indicated by participation of most group members working cooperatively and/or independent work meeting lesson expectations	Students display active engagement in independent and group work as indicated by participation of all group members working cooperatively and/or independent work goes beyond the lesson expectations
Teacher does not provide a balance between direct instruction and student-centered learning so that students are not able to apply their learning	Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning	Teacher provides a balance between direct instruction and student-centered learning so that students are able to apply their learning	Students take a leadership role during the lesson to develop conceptual understanding and require little guidance from the teacher when appropriate
Teacher does not use instructional time so that students are engaged from the beginning of class to the end of class	Teacher uses instructional time so that some students are engaged from the beginning of class to the end of class	Teacher effectively uses instructional time so that students are engaged from the beginning of class to the end of class	Students assume responsibility for utilizing instructional time

Appendix D

Instructional Practice Rubrics

Assessment and Feedback			
1	2	3	4
Teacher infrequently or never checks for understanding	Teacher checks for understanding using only one method	Teacher routinely checks for understanding using a variety of methods	Teacher implements a system of checking for understanding that results in a substantive awareness of all students' progress and needs that guides instruction during the lesson
Teacher does not diagnose misunderstandings and misconceptions or the checks are ineffective in accurately assessing student understanding	Teacher inconsistently diagnoses misunderstandings and misconceptions and/or responds with incomplete scaffolding	Teacher accurately diagnoses misunderstandings and misconceptions and responds with appropriate scaffolding	Teacher anticipates student misunderstandings and misconceptions and preemptively addresses them
Teacher does not answer student questions or responds to their needs and interests during a lesson. Does not reteach.	Teacher occasionally answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary	Teacher answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary	Students answer each others' questions and teacher supplements answers to ensure understanding if needed
Teacher provides no opportunity for students to engage in self-assessment and reflection	Teacher provides limited opportunity for students to engage in self-assessment and reflection	Teacher provides an opportunity for students to engage in self-assessment and reflection	Students self-assess and reflect on their understanding of lesson objectives and provide feedback to the teacher or their peers
Teacher provides incorrect feedback or no feedback during a lesson	Teacher provides limited feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking	Teacher provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking	Teacher provides opportunities for tailored feedback from a variety of sources such as students, the teacher, or outside subject matter experts that affirms correctly understood content, clarifies misunderstood content, and allows students to explain why they have or have not met the expectations

Appendix D

Instructional Practice Rubrics

Differentiation			
1	2	3	4
Teacher does not ensure all students have access to the lesson and are appropriately challenged	Teacher ensures that some students have access to the lesson and are appropriately challenged	Teacher ensures that all students have access to the lesson and are appropriately challenged (for example, teacher adjusts depth, pace and delivery of content or design content or processes to address needs)	Teacher ensures that all students have access to the lesson and students take ownership of challenging themselves
Teacher does not provide additional supports or enrichment in order to meet the needs and learning style of each student	Teacher occasionally provides additional supports or enrichment, in order to meet the needs and learning style of each student	Teacher provides additional supports or enrichment in order to meet the needs and learning style of each student (for example, flexible grouping)	Students know their needs and actively seek/design learning experiences or tasks that meet their needs and learning styles
Teacher provides one way to engage lesson content	Teacher provides two ways to engage lesson content but does not include various learning styles	Teacher provides multiple ways to engage lesson content and that includes various learning styles	Teacher provides multiple ways to engage lesson content that includes various learning styles and offers personalized instruction according to the student's needs

Appendix D

Instructional Practice Rubrics

Problem Solving and Critical Thinking			
1	2	3	4
Teacher does not create opportunities for analysis, problem solving, or drawing conclusion.	Teacher creates limited opportunities for students to analyze, problem solve, and/or draw conclusions.	Teacher creates situations that challenge students(independently and/or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions.	Teacher creates situations that challenge students(independently and/or with peers) to analyze, think critically, problem solve, be creative, and/ or draw their own conclusions and students communicate their reasoning processes
Teacher does not develop and use various instructional strategies that challenge students	Teacher develops and uses one or two instructional strategies that challenge students	Teacher develops and uses various instructional strategies that challenge students to think independently or critically about the content	Teacher develops and uses instructional strategies that allow students to design and think through inquiry based problems or projects
Teacher does not probe for higher-level thinking through questioning strategies	Teacher occasionally probes for higher-level thinking through questioning strategies	Teacher consistently probes for higher-level thinking through questioning strategies	Students exhibit higher-level thinking through their communicating with each other
Students are not engaged in authentic tasks, real world problems, or substantial endeavors.	Students are engaged in some authentic tasks, real world problems, or substantial endeavors.	Students are engaged in authentic tasks, real world problems, or substantial endeavors	Students base their learning in authentic tasks, real world problems, or substantial endeavors as evidence of their ownership of independent and group work

Appendix D

Instructional Practice Rubrics

Classroom Expectations			
1	2	3	4
Objectives are not clear	Objectives are somewhat clear	Objectives provide clear expectations	Objectives are revisited during the lesson and students are provided the opportunity to articulate the expectations
Teacher does not know and understand student levels or does not provide activities which require students to apply their learning.	Teacher knows and understands some student levels and provides activities that require students to apply their learning.	Teacher knows and understands student levels and provides challenging activities that require students to apply and extend their learning.	Students know their levels and choose challenging activities that require them to apply and extend their learning.
Teacher does not provide opportunities for enrichment discussions	Teacher provides limited opportunities for enrichment discussion	Teacher provides multiple opportunities for enrichment discussion	Students generate enrichment discussions or extensions to process lesson content
No student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment.	Some student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment.	Student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment.	Student work, exemplars, anchors of support, or supplemental aids are evident in the learning environment and is clearly tied to learning goals/ objectives
Teacher delivers a lesson that is not aligned to state standards and district curriculum requirements	Teacher delivers a lesson that is somewhat aligned to state standards and district curriculum requirements	Teacher delivers a lesson that is aligned to state standards and district curriculum requirements	Teacher delivers a lesson that is aligned to state standards and district curriculum requirements and has cross-curricular connections to key concepts

Appendix D

Instructional Practice Rubrics

Routines and Procedures			
1	2	3	4
Teacher does not clearly communicate developmentally appropriate student behavioral expectations	Teacher communicates some developmentally appropriate student behavioral expectations	Teacher clearly communicates developmentally appropriate student behavioral expectations	Students demonstrate developmentally exemplary behavioral expectations through their actions. Students are responsive to teacher guidance & feedback.
Teacher does not reinforce and encourage appropriate/positive behavior as needed	Teacher inconsistently reinforces and encourage appropriate/positive behavior	Teacher reinforces and encourages appropriate/positive behavior as needed	Students hold each other accountable for appropriate behavior and encourage positive behavior. Students apply self-awareness and self-management skills.
Teacher does not attempt or is unsuccessful in the attempt to efficiently redirect misbehavior	Teacher inconsistently responds to behavior problems	Teacher utilizes logical consequences which are respectful, relevant, and realistic	Teacher handles individual behavior problems quickly, discreetly, respectfully OR no evidence of any student misbehavior
Teacher does not address off-task or inappropriate behavior and it interferes with student learning	Teacher addresses off-task or inappropriate behavior inconsistently and/or ineffectively, so that it interferes with student learning some of the time	Teacher addresses off-task or inappropriate behavior consistently and effectively, so that it does not interfere with student learning	Off-task or inappropriate behavior rarely occurs, so there is no interference with student learning
Teacher does not account for student physical safety in the environment and transitions	Teacher accounts for student physical safety in the environment and transitions some of the time	Teacher effectively designs a physically safe environment for activities and transitions	Teacher effectively designs a physically safe environment for activities and transitions and students assume responsibility for the routines with little or no direction
Teacher does not design or implement consistent classroom routines and procedures that run smoothly and does not foster student independence	Teacher designs and implements classroom routines and procedures that run smoothly some of the time and fosters some student independence for shared responsibilities	Teacher effectively designs and implements consistent classroom routines and procedures that run smoothly and fosters student independence through shared responsibilities	Teacher effectively designs and implements consistent classroom routines and procedures where students assume responsibility and carry them out in an efficient manner with little or no direction from the teacher

Appendix D

Instructional Practice Rubrics

Classroom Climate			
1	2	3	4
Students do not actively listen or respond positively to one another	Students listen occasionally and respond to one another intermittently	Students actively listen and respond positively to one another	Students actively listen and respond positively and respectfully to one another
Students do not actively listen or respond appropriately to the teacher	Students listen occasionally and respond appropriately to the teacher intermittently	Students actively listen and respond appropriately to the teacher	Students actively listen and respond positively and respectfully to the teacher
Teacher does not have a positive rapport with students and does not communicate or model expectations for respect of student differences	Teacher has an inconsistent rapport with students and communicates and models expectations for respect of some student differences	Teacher has a positive rapport with students and communicates and models expectations for respect of student differences	Teacher has a positive rapport with students and students demonstrate respect for student differences and encourage positive and productive peer interactions
Teacher does not ensure that all students contribute and their opinions/ideas are valued	Teacher ensures that some students contribute and their opinions/ideas are valued	Teacher ensures that most students contribute and their opinions/ideas are valued	Students take the initiative to contribute their opinions/ideas and value the contributions of their peers
Teacher does not celebrate student accomplishments	Teacher celebrates some student accomplishments	Teacher celebrates student accomplishments	Students recognize and celebrate one another's accomplishments
Class arrangement is not conducive to learning and does not change as needed for lessons	Class arrangement is conducive to learning but does not change as needed for lessons	Class arrangement is conducive to learning and changes as needed for lessons	Class arrangement is flexible to allow for individual student learning needs and preferences
Teacher does not provide opportunities for students to take risks and challenge themselves or the environment is not emotionally supportive	Teacher provides a few opportunities for students to take risks and challenge themselves in an emotionally supportive environment	Teacher provides opportunities for students to take risks and challenge themselves in an emotionally supportive environment	Students openly take risks and challenge themselves and each other

Appendix D

Professional Growth and Responsibilities Rubrics

Professional Development and Reflection			
1	2	3	4
Teacher does not participate in professional development opportunities to enrich instructional practice	Teacher participates in professional development opportunities when they are required or provided by the district	Teacher seeks professional development opportunities to enrich instructional practice	Teacher seeks on-going professional development opportunities to enrich instructional practice
Teacher is not knowledgeable of current research based practices	Teacher seeks out current research-based practices to improve practice but only implements a few of them	Teacher actively seeks out current research-based practices to improve practice and uses them appropriately	Teacher actively uses current research-based practices and evaluates impact on student learning
Teacher does not set professional goals to enhance strengths and weaknesses	Teacher sets professional goals to enhance strengths and weaknesses but the goals are poorly formulated and do not improve practice	Teacher sets professional goals to enhance strengths and weaknesses and maintains a plan for continuous improvement	Teacher sets professional goals to enhance strengths and weaknesses and collaborates with others to develop a plan for continuous improvement
Teacher avoids contributing to activities promoting professional reflection	Teacher participates in activities related to professional reflection when invited	Teacher regularly participates in activities related to professional reflection	Teacher takes a leadership role in promoting activities related to professional reflection
Teacher does not use professional learning to impact student achievement	Teacher uses professional learning with little impact on student achievement	Teacher uses professional learning to improve student achievement	Teacher leads professional learning that impacts student achievement or mentors others to effectively implement professional learning to improve student achievement
Teacher does not possess required/current content knowledge	Teacher possesses some of the required/current content knowledge	Teacher possesses required/current content knowledge	Teacher possesses required/current content knowledge and shares practices with colleagues

Appendix D

Professional Growth and Responsibilities Rubrics

Collaboration and Contributions			
1	2	3	4
Teacher does not collaborate with colleagues or share ideas and lessons to improve practice	Teacher collaborates with some colleagues and shares a limited number of ideas and lessons to improve practice	Teacher collaborates with colleagues and shares ideas and lessons to improve practice	Teacher initiates or leads collaboration and the sharing of ideas and lessons to improve practice
Teacher does not accept feedback from supervisors and colleagues in order to improve	Teacher accepts some feedback from supervisors and colleagues in order to improve	Teacher accepts feedback from supervisors and colleagues in order to improve	Teacher seeks feedback from supervisors and colleagues in order to improve
Teacher does not actively participate in team/department meetings or school committees	Teacher participates in some team/department meetings or school committees	Teacher actively participates in team/department meetings or school committees	Teacher assumes leadership roles in team/department meetings or school/district committees
Teacher does not contribute ideas to improve the school	Teacher occasionally suggests an idea aimed at improving the school	Teacher contributes ideas, expertise, and time to accomplish school goals	Teacher frequently contributes valuable ideas and expertise and instills in others a desire to accomplish school goals
Teacher does not collaborate with colleagues and administration to support struggling students	Teacher collaborates with some colleagues and administration to support some struggling students	Teacher collaborates with colleagues and administration to support struggling students	Teacher initiates or leads collaboration with colleagues and administration to support all students

Appendix D

Professional Growth and Responsibilities Rubrics

Lesson Planning and Data Use			
1	2	3	4
Teacher does not use a variety of assessment types to determine student strengths and weaknesses	Teacher uses limited assessment types to determine student strengths and weaknesses	Teacher uses a variety of assessment types to determine student strengths and weaknesses	Teacher embeds a wide array of on-going assessments in lessons to determine student strengths and weaknesses and to develop objectives and lesson plans
Teacher does not prepare lesson plans when absent	Teacher prepares minimal lesson plans when absent	Teacher prepares lesson plans when absent	Teacher prepares effective, objective driven lesson plans when absent
Lesson plans are not well-organized and do not provide time for students to master objectives and standards	Lesson plans are somewhat organized and provides very little time for students to master objectives and standards	Lesson plans are well-organized and provides time for students to master objectives and standards	Lesson plans are well-organized and provides time for students to master objectives and standards through continual engagement and self-assessment and reflection
Teacher does not sequence lessons to ensure student mastery of standards and objectives	Teacher sequences lessons to ensure student mastery of most standards and objectives	Teacher sequences lessons to ensure student mastery of standards and objectives	Teacher sequences lessons to help students synthesize and apply knowledge extending mastery of standards and objectives
Teacher does not select, create, or adapt materials and resources to enrich learning	Teacher selects, creates, or adapts some materials and resources to encourage learning	Teacher selects, creates, or adapts materials and resources to enrich learning	Teacher selects, creates, or adapts materials and resources to extend student understanding
Teacher does not track student progress toward meeting objectives	Teacher tracks some students' progress toward meeting objectives	Teacher tracks student progress toward meeting objectives	Students track their own progress toward meeting objectives and goals
Teacher does not reflect on practice to improve	Teacher demonstrates limited reflection on the effectiveness of lessons and rarely uses insights to improve practice	Teacher regularly reflects on effectiveness of lessons and uses insights to improve practice and student learning	Teacher regularly reflects on effectiveness of lessons and uses insights to improve practice and student learning and models this practice for others
Teacher does not analyze student data to adjust lesson plans and objectives	Teacher analyzes some students' data to adjust lesson plans and objectives	Teacher analyzes student data to adjust lesson plans and objectives	Teacher analyzes student data to individualize lesson plans and objectives
Teacher plans lessons that use technology passively and does not relate to the real world practices or teacher plans lessons that do not include technology.	Teacher plans lessons that use technology in a conventional way and guides technology use with some meaningful connection to real world practices.	Teacher plans lessons that offer choice in the use of technology tools that are collaborative and provide a meaningful connection to real world practices.	Teacher plans lessons that require students to assess and select appropriate technology to demonstrate higher order thinking and mastery of learning objectives.
Teacher does not use assessments to measure student mastery of standards and objectives and does not provide multiple ways students can demonstrate mastery	Teacher uses assessments inconsistently to measure student mastery of standards and objectives and provides one or two ways students can demonstrate mastery	Teacher routinely uses assessments to measure student mastery of standards and objectives and provides multiple ways students can demonstrate mastery	Teacher routinely uses assessments to measure student mastery of standards and objectives that are interwoven into each lesson and provides multiple ways students can demonstrate mastery

Professional Growth and Responsibilities Rubrics

Relational Communication			
1	2	3	4
Teacher does not maintain a positive and productive relationship with colleagues, students, and parents	Teacher maintains some positive and productive relationships with colleagues, students, and parents	Teacher maintains positive and productive relationships with colleagues, students, and parents	Teacher maintains positive and productive relationships with colleagues, students, and parents that promotes respect and professionalism
Teacher does not communicate with parents/guardians regarding performance, behavior, and school activities	Teacher communicates infrequently with parents/guardians regarding performance, behavior, and school activities	Teacher regularly communicates with parents/guardians regarding performance, behavior, and school activities	Teacher regularly communicates in a collaborative manner with parents/guardians regarding performance, behavior, and school activities
Teacher does not create a welcoming environment for parents and community	Teacher creates a somewhat welcoming environment for parents and community	Teacher creates a welcoming environment for parents and community that is healthy, safe, engaging, and supportive.	Teacher creates a welcoming environment for parents and community that is healthy, safe, engaging, and supportive and provides opportunities for them to participate in the school community
Teacher does not communicate in an appropriate manner	Teacher communicates in an appropriate manner inconsistently	Teacher communicates in an appropriate manner	Teacher communicates in an appropriate manner that promotes a positive climate and culture

Appendix D

Professional Growth and Responsibilities Rubrics

Compliance			
1	2	3	4
Teacher does not follow district and school policies	Teacher follows some district and school policies	Teacher follows district and school policies	Teacher follows district and school policies and serves on committees to create district and/or school policies
Teacher does not comply with state and federal laws	Teacher complies with some state and federal laws	Teacher complies with state and federal laws	Teacher complies with state and federal laws and invests efforts to help them be successful for students
Teacher does not grade and post scores in a timely manner	Teacher grades and posts scores but not in a timely manner	Teacher grades and posts scores in a timely manner	Teacher grades and posts scores in a timely manner and proactively communicates academic progress to students and parents

Appendix E

Frequently Asked Questions

1. Why is the appraisal system changing?
The state of Texas implemented a new appraisal for the 2016-2017 school year that requires inclusion of student growth in the appraisal system.

2. What will make this system different?
The ultimate goal of the new teacher evaluation system is to promote professional growth for all teachers, encourage more frequent, timely and formative feedback and to incorporate multiple indicators of success. The new evaluation system will:
- Foster open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and the development of individual and school wide practices that more effectively improve student learning;
- Incorporate multiple measures of teacher effectiveness including in- and out-of-classroom indicators, student learning growth, and teacher self-reflection; and
- Offer professional development that links to evaluation results.

3. How does the PPfT Appraisal measure student growth?
25% of the PPfT Appraisal will be reflected in a student growth that will include one Student Learning Objective (SLO) at the individual teacher level and a school-wide value-added score based on student growth as measured by state assessments. The SLO score will be worth 15% and the school-wide value-added score will be worth 10%.

4. What are Student Learning Objectives (SLOs)?
SLOs are goals for individual student growth that teachers set at the beginning of a course and strive to achieve by the end. Each learning objective is targeted in an area of high need based on a thorough review of available data, and must meet standards for rigor and verifiability.

5. What is school-wide value-added?
Value-added focuses on student progress, not achievement, and is an additional way to help schools look at data. When used with other data and information such as STAAR and SLOs, Value-added examines student growth year to year and provides a more complete picture of a school's effectiveness on student learning.

Teachers will not need to do anything additional to obtain the school-wide value-added score. Teachers will receive the school-wide value-added score from the previous year to inform the appraisal score. The district has contracted with SAS to calculate school-wide value-added for Reading and Math- both the reading and math scores will be averaged for the school-wide score.

School-wide Value-Added scores will not be included for the following: First year teachers, Teachers new to a PPfT Campus, Teachers on Special Campuses (i.e. Clifton) and Teachers with Special Assignments. These individuals will have this percentage replaced by his/her SLO score.

Frequently Asked Questions

6. How do teachers benefit from the new appraisal system?
The new appraisal system aims to help teachers improve to the benefit of the students in the classroom. The PPfT Appraisal assists teachers in many ways:
• Teachers will have control of student growth piece via SLO;
• Teachers will have ample chances to show off excellent teaching ; and
• Teachers will have access to meaningful PD that ties back to the appraisal to meet individual needs and opportunities for leadership growth.

7. Is compensation tied to the new system?
The PPfT Compensation Framework is base-building, which means it adds permanent pay increases to a teacher's regular salary. The framework builds the base through a point system.

Teachers will earn professional points each year. Points are cumulative and determine the amount of the base increase. Appraisal is one of four elements teachers can earn points in this system. To learn more, please visit the **PPfT Compensation** website.

8. Will there be waivers under this system?
No. There are no waivers in the new appraisal system. TEA requires that every teacher be appraised each year.

9. Can teachers appeal any portion of the appraisal process?
For appeals, please follow the grievance procedure outlined in DGBA local.

10. How often will teachers be observed?
The PPfT Appraisal requires two announced observations (30 minute minimum) by two different appraisers during the school year: One in fall and one in spring. The appraisal also requires at least two classroom visits each year: One in fall and one in spring.

Appendix F

SLO Assessment Information

AISD Item Analysis Criteria

The following definitions are used by AISD to determine the cognitive level of individual test items.

Multiple-choice SLO assessments should have 30% of their questions from level one, 60% from level two and 10% from level three. Level four is generally only applicable to some performance assessments and open-ended questions.

If you are creating an SLO assessment, use the TEKS/SEs indicated in your learning objective and the definitions below to determine the level of each question on your assessment. Indicate the level of each question and the TEKS/SEs addressed on your test or answer sheet.

Level 1 – Recall (30%)

> Remembering information or facts, requires use of simple skills or abilities (e.g., Recall, observe, define, describe, name, list, select, identify, label, recognize)

Level 2 – Application of Knowledge (60%)

> Using information, organizing information, requires two or more thought processes (e.g., comprehend, compare, summarize, explain, trace, interpret, organize)

Level 3 – Analysis (10%)

> Cognitive demands are more complex and abstract, requires breaking a situation or problem into component parts, strategic thinking, planning, using evidence (e.g., generalize, synthesize, predict, solve, draw a conclusion, analyze, judge, justify, evaluate, assess)

Level 4 – Thinking Beyond

> Requires creating something new or devising a new approach based on applying/evaluating information (e.g., performance based project, open ended questions, argue, debate)

SLO Assessment Information

English I Expository Writing Rubric

	Score 1—Very Limited	Score 2—Basic Writing Performance	Score 3—Satisfactory Writing Performance	Score 4—Accomplished Writing Performance
Organization and Progression	• Structure inappropriate to informational essay • Organizational strategies only marginally suited to explanatory task • Absence of functional organizational structure • Thesis statement is missing, unclear, or illogical • Failure to maintain focus on the topic, may contain extraneous information, may shift abruptly from idea to idea • Repetitive or wordy • No meaningful transitions or sentence-to sentence connections	• Structure not always appropriate to informational essay • Organizational strategies only somewhat suited to explanatory task • Thesis statement is weak or somewhat unclear • Inclusion of irrelevant information interferes with focus and coherence • Progression of ideas not always logical and controlled • Some repetition or wordiness • Transitions and sentence-to-sentence connections may be too perfunctory or weak to show relationship between ideas	• Structure appropriate to informational essay • Organizational strategies suited to explanatory task • Clear thesis statement • Most ideas are related to the thesis • Minor lapses in focus • Progression of ideas generally logical and controlled • Transitions are meaningful and sentence-to-sentence connections show the relationships among ideas	• Structure clearly appropriate to informational essay • Organizational strategies particularly well suited to the explanatory task • Clear thesis statement • All ideas are strongly related to the thesis • Essay unified and coherent • Progression of ideas logical and controlled • Transition are meaningful and sentence-to-sentence connections enhance relationship between ideas, making the writer's train of thought easy to follow
Development of Ideas	• Development of ideas is weak • Essay is ineffective • Details and examples are inappropriate, vague, or insufficient • Essay is insubstantial • Writer's response to the prompt is vague or confused • Essay as a whole may be only weakly linked to the prompt	• Development of ideas is minimal • Essay is superficial • Details and examples are not always appropriate, or too brief or partially presented • Essay reflects little or no thoughtfulness • Writer's response to the prompt is sometimes formulaic	• Development of ideas is sufficient • Details and examples are specific and appropriate • Essay reflects some thoughtfulness • Writer's response to the prompt is original rather than formulaic	• Development of ideas is effective • Details and examples are specific and engaging • Writer's unique experiences or view of the world used as basis for writing or to connect ideas
Use of Language and Conventions	• Vague or limited word choice which does not establish a tone appropriate to the task • Sentences simplistic, awkward, uncontrolled • Little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions • Serious, persistent errors create disruptions in fluency and interfere with meaning	• General or imprecise word choice which does little to establish a tone appropriate to the task • Sentences awkward or only somewhat controlled • Partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions	• Clear and specific word choice that establishes a tone appropriate to the task • Sentences varied and adequately controlled • Adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions	• Purposeful and precise word choice maintains a tone appropriate to the task • Sentences are purposeful, varied, and well controlled • Consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions

Adapted from TEA, Fall 2011

Appendix G

SLO Examples

Elementary 100 Point Example

PPfT Appraisal SLO Form
(Must Address ALL STUDENTS)

Course
Math

Course Number
5th Grade Math 5021

Area of High Need
I analyzed BOY Benchmark and found that number and operations was our highest need STAAR Reporting Category. 48% of multiplication and division questions were answered correctly compared to 56% of measurement which was our next highest need. The last five years of 3rd-5th grade, STAAR data for our campus also shows that number and operations, especially with multiplication and division is consistently our lowest scoring STAAR Reporting Category.

Assessment Name and Grading Scale
5th Grade Math Number and Operations Common Assessment. 25 Questions on a 100-point scale. Each question is worth 4 points.

Standards/TEKS
Chapter 111.7 TEKS 5.3 (A, B, C)

Student Learning Objective
Students will estimate to determine solutions to real world math problems involving multiplication and division; and multiply three-digit numbers by two-digit numbers using the standard algorithm; and solve quotient with four digit dividend by two digit divisor using strategies and standard algorithm.

Student Growth Target
Students will make half the growth required to score 100. Individual student growth = (100-Student pre test score) ÷ 2

Appendix G

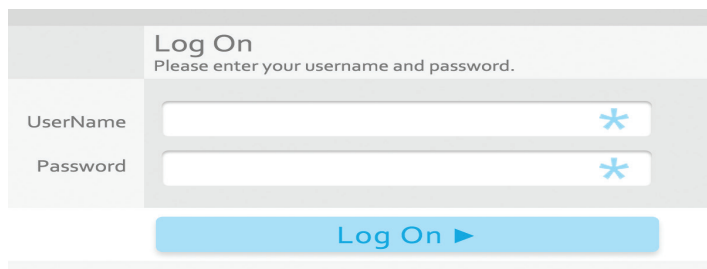## SLO Examples

Rubric Example

PPfT Appraisal SLO
(Must address All Students)

Course
Band

Course Number
6th Grade Band 015326

Area of High Need
Historical data shows that students in 6th grade need more sight reading skills specifically in tone, pitch, musicianship and rhythm and tempo.

Assessment Name and Grading Scale
Band Level 1 Sight Reading Each student will be graded with a 16 point rubric. Each box will carry a point value, either a 1, 2, 3, or 4. For each skill, clearly mark the score with a dark pen that the student has earned. The total number of points earned will be added up for the student's final score. There is not a zero column on the rubric. However, you may assign a zero if there is no evidence at all for the skill being assessed. Make sure to mark the zero score in line with the skill being assessed.

Standards/TEKS
Chapter 117.208 (2E, 3A,B,C,E,F)

Student Learning Objective
My students will sight read a passage for their instrument using music literacy for appropriate tone, technique, musicianship.

Student Growth Target
Students will make half the growth required to score 16. Individual Student Growth = (16 – Student Pre-test Score) /2.

Appendix G

SLO Examples

HS 100 Point Example

PPfT Appraisal SLO
(Must address All Students)

Course
Biology

Course Number
9th Grade Biology 4123

Area of High Need
In biology, the unit on Genetics is difficult for students due to the vast amounts of new vocabulary in addition to understanding the concepts. The Genetics unit also involves math skills, such as probability. Because it addresses those areas, the Genetics unit in biology lends itself to supporting our CIP initiative of increasing ELL performance in math and ELA in order to meet AYP. BOY benchmarks showed a significant need in genetics (38% of the genetics questions were answered correctly). Historically, I have also noticed that the unit on genetics needs to be revisited throughout the year in order for the information to be retained by the students.

Assessment Name and Grading Scale
9th Grade Biology 4123. The assessment is a teacher made 10 multiple-choice questions and 5 short answer questions. Each MC question is worth 5 points and each short answer question is worth 10 points based on the attached rubric. The test is worth 100 total points.

TEKS
Chapter 112.34   6 (A,B,C,D,E,F,G,H)

Student Learning Objective
My students will demonstrate an understanding of the mechanisms, components, importance, expression and processes related to DNA, inheritance and genes.

Student Growth Target
Students will make half the growth required to score 100. Individual student growth = (100-Student pre test score) ÷ 2

Appendix H

SLO Database Entry Instructions

Important general reminders:

- Save early and Save often by clicking "Save." Unsaved work is lost when the system "times out."

- When returning to your SLO to make edits, after selecting the SLO, you must press the EDIT button.

- You must click the EDIT button in order to see your SLO.

1. Open the web browser of your choice (Chrome, Firefox or Safari are recommended).

2. Log into the AISD Cloud (my.austinisd.org) by entering your **Username and Password** and click Log In.

3. On the AISD Cloud, search for the "SLO" database.
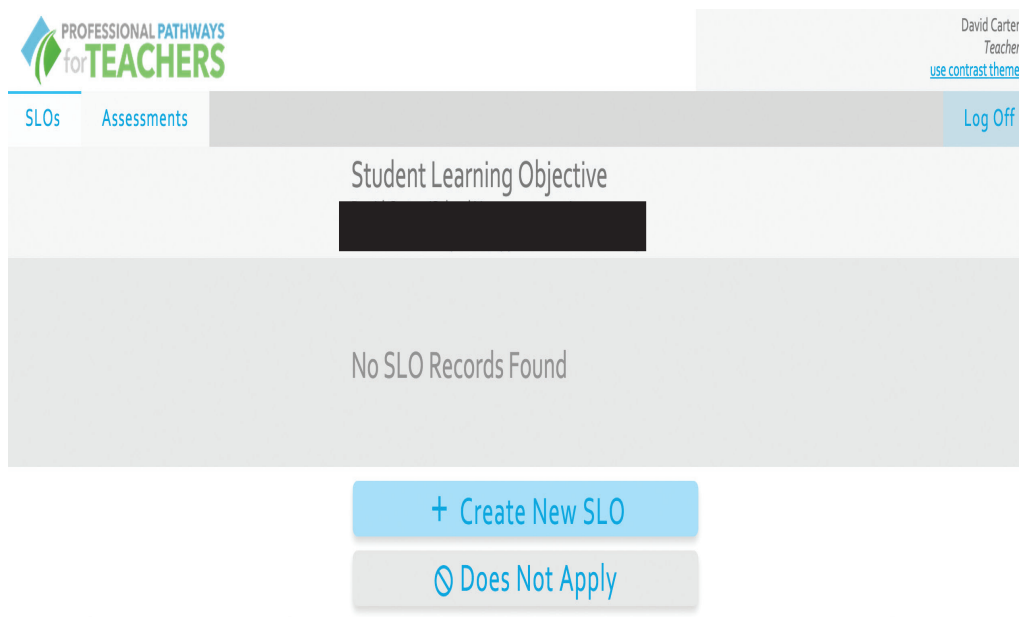
*If you have difficulty logging in, call the help desk at 414-8324 and ask for your AISD Cloud username and password.

The following diagram contains what you will see when you first log onto the SLO database.

SLO Database Entry Instructions

4. Click the "Create New SLO" button to create a new SLO.

5. Confirm the information at the top of the form is correct. If it is not, contact Robert Chavez at 414-0044.

6. Select the course number(s) with the highest student enrollment.

7. Select if you are writing a Year-long or Semester SLO.
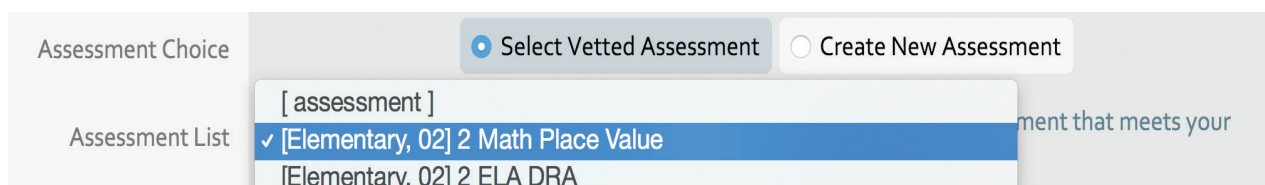
SLO Database Entry Instructions

8. Next you will determine if you are selecting a vetted and approved assessment or creating your own assessment.

> Assessment Choice   ◉ Select Vetted Assessment   ○ Create New Assessment

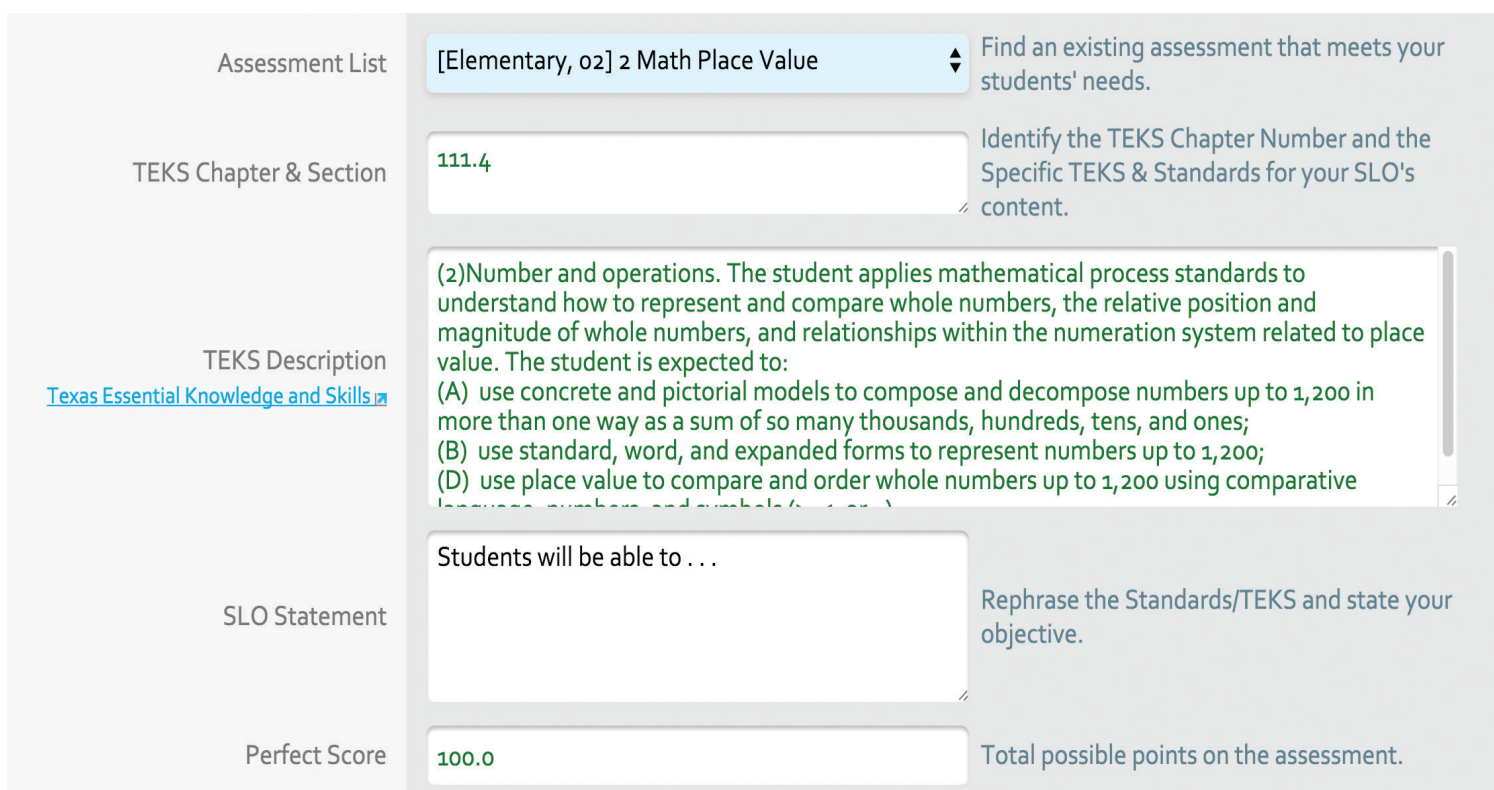9. If selecting an assessment, find an existing assessment that meets your students' needs.

> Assessment Choice   ◉ Select Vetted Assessment   ○ Create New Assessment
>
> Assessment List
> [assessment]
> ✓ [Elementary, 02] 2 Math Place Value   ment that meets your
> [Elementary, 02] 2 ELA DRA

10. Once you have selected your assessment, the standards/TEKS, growth target, and perfect score should auto-populate. You will then write your SLO Statement by rephrasing the standards/TEKS in a sentence. You may begin the statement with 'Students will be able…'.

Assessment List	[Elementary, 02] 2 Math Place Value ▲▼	Find an existing assessment that meets your students' needs.
TEKS Chapter & Section	111.4	Identify the TEKS Chapter Number and the Specific TEKS & Standards for your SLO's content.
TEKS Description Texas Essential Knowledge and Skills ↗	(2)Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to: (A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones; (B) use standard, word, and expanded forms to represent numbers up to 1,200; (D) use place value to compare and order whole numbers up to 1,200 using comparative	
SLO Statement	Students will be able to . . .	Rephrase the Standards/TEKS and state your objective.
Perfect Score	100.0	Total possible points on the assessment.

SLO Database Entry Instructions

11. If you are creating your assessment, you will need to determine your standards/TEKS first. Then, you will write your learning objective and complete the following fields according to your assessment.

Assessment Choice	○ Select Vetted Assessment ⦿ Create New Assessment	
Assessment Name		Identify the assessment that will be used, the number of questions, how each component will be scored, and any pertinent instructions.
TEKS Chapter & Section		Identify the TEKS Chapter Number and the Specific TEKS & Standards for your SLO's content.

SLO Statement	Students will be able to . . .	Rephrase the Standards/TEKS and state your objective.
Perfect Score		Total possible points on the assessment.
❷ Growth Target	⬍	Select target type.
Resources		What books or materials were used to create the assessment?
Comments/Area of High Need		Indicate how you decided on your area of high-need. Include any info that may be helpful to the appraiser.

SLO Database Entry Instructions

12. Attaching Blank Assessment with Answer Key. Click the "Choose File" button, and you will see a window appear asking for the location of the file that you would like to upload. Locate the file on your computer and click OK.

Attachments
none

Attach 1	Choose File No file chosen	✖ Remove

13. Review and verify your acceptance of the following statements by checking the boxes. Click "Save as Draft".

☑ I have read and understand the Assessments Guidelines in the SLO section of the PPfT Appraisal Support Guide and understand that my SLO can be invalidated if my assessment does not meet those criteria.

☑ I have read and followed the requirements for ensuring test integrity and understand that violations of these standards at any time throughout the SLO process will result in my SLO being invalidated and receiving an SLO appraisal of zero, as well as other potential consequences.

⬇ Save as Draft
✔ Submit for Validation

14. You will be directed to the SLO landing page. Click on the "Roster" button on the right.

Duration	Course	Course #	Status	Created	Actions
1. Year-Long	2 Mathematics	2021	Draft	08/18/2015	✎ Edit 🏷 Roster ✖ Delete ▦ Roster Excel

Total # SLO Records: 1

15. Enter pre-test scores and comments into the spreadsheet roster for all students. Click "Save Roster". Re-enter your SLO and click "Submit for Validation".

#	ID	Name	Gr	Course	Sect	New	SpEd	Status	Enr	Pre	Post	Actual	Target	Met?	Comments
1.	███		02	2 Mathematics [2021]	02		–	Active	E	50			25.0	Not	
2.	███		02	2 Mathematics [2021]	02		–	Active	E	85			7.5	Not	

SLO Team Visits - September 2017

Monday	Tuesday	Wednesday	Thursday	Friday
28 Boone Ridgetop Barton Hills Langford	**29** Dawson Odom T.A. Brown Palm	**30** Blazier Cunningham Sanchez Brooke	**31** Galindo Blackshear Perez Winn	**1** Brentwood Casey Summitt Pleasant Hill
4 Labor Day	**5** Kocurek Murchison Metz Harris	**6** Campbell Joslin Menchaca	**7** Baldwin Gullett Hill St. Elmo	**8** Baranoff Blazier Highland Park Williams
11 Casis Clayton Cook Lee	**12** Cowan Guerro-Thompson Maplewood Mathews	**13** Kiker McBee Oakhill Oak Springs	**14** Mills Padron Patton Reilly	**15** Becker Pease Lucy Read
18 International HS Eastside Memorial Wooldridge Davis	**19** Crockett Martin Rosedale Barrington	**20** Parades O.Henry Travis Heights	**21** Team Meeting Day Team @ CAC	**22** Wooten Kealing Webb MS Webb Primary
25 Covington Reagan Akins	**26** McCallum Fulmore Anderson	**27** Mendez Dobie PK Norman	**28** Ann Richards Zilker Garcia Rodriguez	**29** LASA Small Widen Andrews

SLO Team Visits - October 2017

Monday	Tuesday	Wednesday	Thursday	Friday
2 Andrews Zavala Doss Bowie	3 Blanton Govalle Graham Linder	4 Pickle Barbara Jordan Houston Pillow	5 Ortega Overton Hart	6 Pecan Springs Walnut Creek
9 Team @ CAC Elementary Conferences Secondary Staff Development	10 Austin HS Sadler Means Bedichek	11 Anderson McCallum	12 Lamar LBJ	13 Lanier Grzywacki
16 Uphaus Sunset Valley Bryker Woods	17 Allison Bailey Dobie MS	18 Sims Travis Heights Clifton	19	20 New Student Enrollment Cut-off-date
23	24	25	26	27 SLO Submission Deadline

SLO Mirroring

Some PPfT teachers may have the option to mirror another SLO for their SLO submission. Teachers eligible for this option include: Special Education teachers, specialists, coaches, and co-teachers. Mirroring teachers must be designated as teachers in the HR system.

Example:

Since the Special Education teacher does not have a course roster of her own, she is unable to create her own individual SLO. The special education teacher and the 5th grade ELA teacher have agreed to work together, where the Special Education teacher will support the students that are in the 5th grade ELA teacher's individual SLO by providing after school tutorials and in-class support. For their individual SLO entry, the special education teacher will mirror the 5th grade ELA teacher's SLO, which means that the entry will be an exact copy.

Steps for Mirroring

1. Pair with one teacher who you can support.

2. Conduct a needs assessment with the teacher to determine focus the SLO.

3. Come up with an agreement and timeline of support for the students in the SLO.

4. Get approval from the campus administrator to mirror the teacher you have selected.

5. Assist in pre-assessing students and keep a copy of all documentation.

6. Complete your own SLO submission in the SLO database. All entries and attachments should look identical to the teacher you are mirroring.

7. Provide support agreed upon at the beginning of the SLO process, as well as progress-monitor your students to ensure success toward the objective.

8. Assist in post-assessing students and keep a copy of all documentation.

9. When submitting your final SLO, all entries and attachments should look identical to the teacher you are mirroring.

Glossary

Announced Observation: This is an announced observation (30 minute minimum) of a teacher's practice in the classroom. Two announced observations, by two different appraisers, are required during the school year: one in the fall and one in the spring.

Appraisals: A system designed to assess the performance and effectiveness of teachers by trained appraisers. Every teacher will receive an appraisal every year. There will not be any waivers.

Artifacts: These are forms of evidence that support a teacher's appraisal. They may include lesson plans, examples of student work with teacher feedback, professional development records and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Assessment/Evidence Source: Evidence sources include common district assessments, existing standardized assessments, teacher-designed assessments, work samples or portfolios, and other sources approved by the appraiser.

Classroom Visit: This is a short informal and unannounced observation of a teacher's practice in the classroom.

Collaboration: Ongoing communication among professionals using a variety of formats (i.e. conferences, meetings, email, online community, conference calls) to discuss, plan and implement content- course work, experiences, knowledge and skills- of the teacher and/or students.

Communication: Any communication that shows the teacher invites and encourages parent/guardian/community involvement in the students' learning.

Components: The 3 main areas of the PPfT Appraisal: Instructional Practice, Professional Growth and Responsibilities and Student Growth.

Goal-Setting: This process helps a teacher provide focus and direction to improving practice. Goals must be meaningful and help teachers reach higher levels of performance and effectiveness. Goals may serve as a plan for support, improvement or coaching and formative assessment through the year. Professional goals may also serve as part of the summative appraisal.

Growth Targets: These are clear and specific targets for individual student growth that determines whether an educator has successfully met his/her SLO. The growth target is the amount of growth required of students to meet their individual goals.

Human Capital Platform (HCP): Human Capital Platform is the district's Professional Development Management System that allows employees to register for AISD professional development and training opportunities. The Human Capital Platform also includes an appraisal module that allows appraisers and staff to complete the appraisal process electronically.

Indicators: Measureable behaviors and outcomes within each PPfT strand which demonstrate teacher performance.

Instructional Practice: This component of the PPfT reflects observable teacher skills and knowledge that drive student learning and engagement in the classroom.

Individual Learning Plan: Teachers must complete a Individual Learning Plan (ILP) in HCP within 3 weeks of the PPfT Appraisal online orientation being made available. Teachers will reflect on areas of strength and areas for growth in the 7 observable strands.

Glossary

Orientation: The first step in the PPfT Appraisal process, the Orientation takes place prior to or at the beginning of the school. Teachers review each piece of the appraisal, the related tools and resources, timelines for implementation, and expectations for all participants in the system.

Pre-observation conference: A conference takes place at teacher request before an announced observation during which the appraiser and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Post-observation conference: A conference follows each of the announced observations during which the appraiser provides feedback verbally and in writing to the teacher. Throughout the school year, teachers will meet regularly with appraisers to reflect on their teaching practice and track their progress toward professional learning goals. (Post-Conferences must be held within 10 working days from the announced observation.)

Professional Development: An on-going process that provides opportunities for a teacher to increase skill and knowledge, meet the needs of students, and stay current on best practices in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Development must align with personal, building, district and state goals.

Professional Pathways for Teachers (PPfT): This is a collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, leadership pathways and professional development. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of impacting student achievement.

Professional Pathways for Teachers (PPfT) Appraisal: The PPfT Appraisal is a multi-measure system that evaluates teachers on a regular basis. This system covers 3 areas: Instructional Practice, Professional Growth and Responsibilities and Student Growth.

Professional Growth and Responsibilities: This component of the appraisal provides a system that concentrates on teacher growth and collaboration (Growth) and acknowledges compliance activities (Responsibilities). It includes rubric that covers five strands related to professionalism.

Reflection: Retrospective consideration of one's practice. Reflection requires the teacher to make an analysis of a lesson, learning activity or student performance, and consider what to do next or differently as a result of this information.

Reflective Practice/Self-reflection: An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices to gain new or deeper understanding that leads to improved teaching effectiveness and student learning. Self-Reflection Completed within the first 3 weeks from the completion of the training/orientation.

Rubric: A set of guidelines for scoring which states the strands and indicators being assessed.

SAS EVAAS: This is a comprehensive reporting system of school-wide value-added which allows educators to recognize progress and growth over time.

Glossary

School-wide Value-added: This is a district-rated measure of the extent to which a school's average growth meets, exceeds, or falls short of average growth. School-wide Value-added provides a picture of student growth regardless of students' achievement levels, helps districts understand whether high-achieving schools are making enough progress to sustain or even improve their achievement levels and examines progress over time for schools.

Scoring system: The PPfT includes a scoring spectrum of 5 levels: distinguished, highly effective, effective, minimally effective and ineffective.

Student Growth: This component of the PPfT Appraisal provides a system that acknowledges a teachers' contribution to student academic progress assessed through multiple measures of student growth measures, including Student Learning Objectives and school-wide value-added.

Student Learning Objectives (SLOs): SLOs are goals for individual student growth that teachers set at the beginning of a course and strive to achieve by the end. Each learning objective is targeted in an area of high need based on a thorough review of available data, and must meet standards for rigor and verifiability.

Summative: A process designed to collect and evaluate evidence of teacher performance and effectiveness using standard, pre-determined criteria. Summative appraisals are used by an appraiser to make decisions, identify growth areas, guide professional development, evaluate teachers on a regular basis, and develop teachers for Leadership Pathways.

Summative Conference: The Summative Conference is required at the end of the school year. This conference is a professional conversation that occurs between teacher and appraiser to review and discuss the various components that lead to a teacher's final appraisal score. The summative should also provide guidance to the teacher regarding their progress over the year, areas that indicate growth and a blueprint for continued professional development.

Targeted Growth: This is the level of expected growth, or progress towards an identified goal, made by target population.

Teacher: A teacher is defined as directly instructing students 50% or more of the instructional day and whose title is teacher in the Human Resources system.

Value-added: Value-added focuses on student progress, not achievement, and is an additional way to help schools look at data. When used with other data and information such as STAAR and SLOs, Value-added examines student growth year to year and provides a more complete picture of a school's effectiveness on student learning.