



PROFESSIONAL PATHWAYS
for **TEACHERS**

2022-2023 PPfT APPRAISAL

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Background

Professional Pathways for Teachers

Professional Pathways for Teachers (PPfT) is the result of the collaboration between Austin Independent School District, the PPfT Oversight Committee, which consists of teachers, campus administrators, and Education Austin, to design a Human Capital System that blends appraisal, compensation, professional learning, and teacher leadership. PPfT focuses on effective instructional practice and continuous professional growth combined through an appraisal and compensation system based on best practices in evaluation from across the nation. PPfT was designed to reflect Austin ISD's values and priorities, and provide clear, timely, and actionable feedback, to identify areas of strength and areas for growth and guide professional learning.

History

AISD has spent years creating, piloting, implementing 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. Employee Effectiveness has incorporated these elements into a total Human Capital System that will allow teachers to have ownership of their career and compensation.

This work was led by a collaborative leadership group who reviewed recommendations from a working group of teachers, principals, and administrators. This working group created a refined appraisal and compensation 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 developed an appraisal system to meet new state requirements for teacher appraisal during the 2016-2017 school year. We piloted a multi-measure teacher appraisal that covered instructional practice, student growth, professional growth and responsibilities, 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 was 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 implemented the PPfT Appraisal at all campuses during the 2016-17 school year. The PPfT Appraisal System will continuously be improved and revised in order to be responsive to stakeholder feedback.

For the PPfT Human Capital System, a teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

Purpose and Guiding Principles

Purpose

The ultimate goal of the PPfT 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 PPfT 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 increase 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 learning that links to evaluation results.

The PPfT Appraisal

The 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; and
- provide clear, timely, and useful feedback, that identifies areas for growth and guides professional learning.

Guiding Principles

The Austin ISD PPfT Appraisal System must:

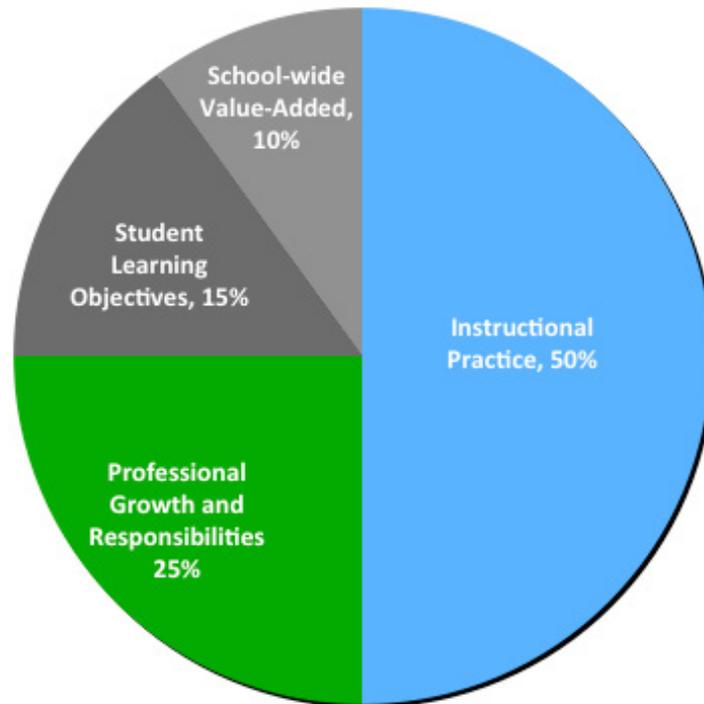
- reflect Austin ISD’s priorities and values;
- elevate and professionalize teaching;
- promote collaboration;
- provide for the continual professional development of teachers;
- support student achievement and growth;
- consider research and best practice;
- be fair, reliable, equitable, and humanistic;
- consider all teaching positions;
- reflect multiple aspects of teaching;
- be feasible and easily understood;
- evolve as a work in progress; and
- work as a part of the larger Professional Pathways for Teachers Human Capital System.

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

This process is a collaborative effort between teacher and appraiser.



Overview of the System



Instructional Practice

Two Formal Observations

- Rubric related to five strands of instructional practice
- Fall and Spring
- 45 minutes minimum
- Two Separate Appraisers
- Recommended pre-conference
- Required post-conference

Eight Informal Walkthroughs

- 3 Fall and 3 Spring
- Standard District Walkthrough Form
- Coaching and Feedback Cycle

Professional Growth and Responsibilities

- Rubric related to five strands of professionalism
- Teacher Self-Assessment
- Includes artifacts and evidence
- Appraisers Score in the Spring

Student Growth

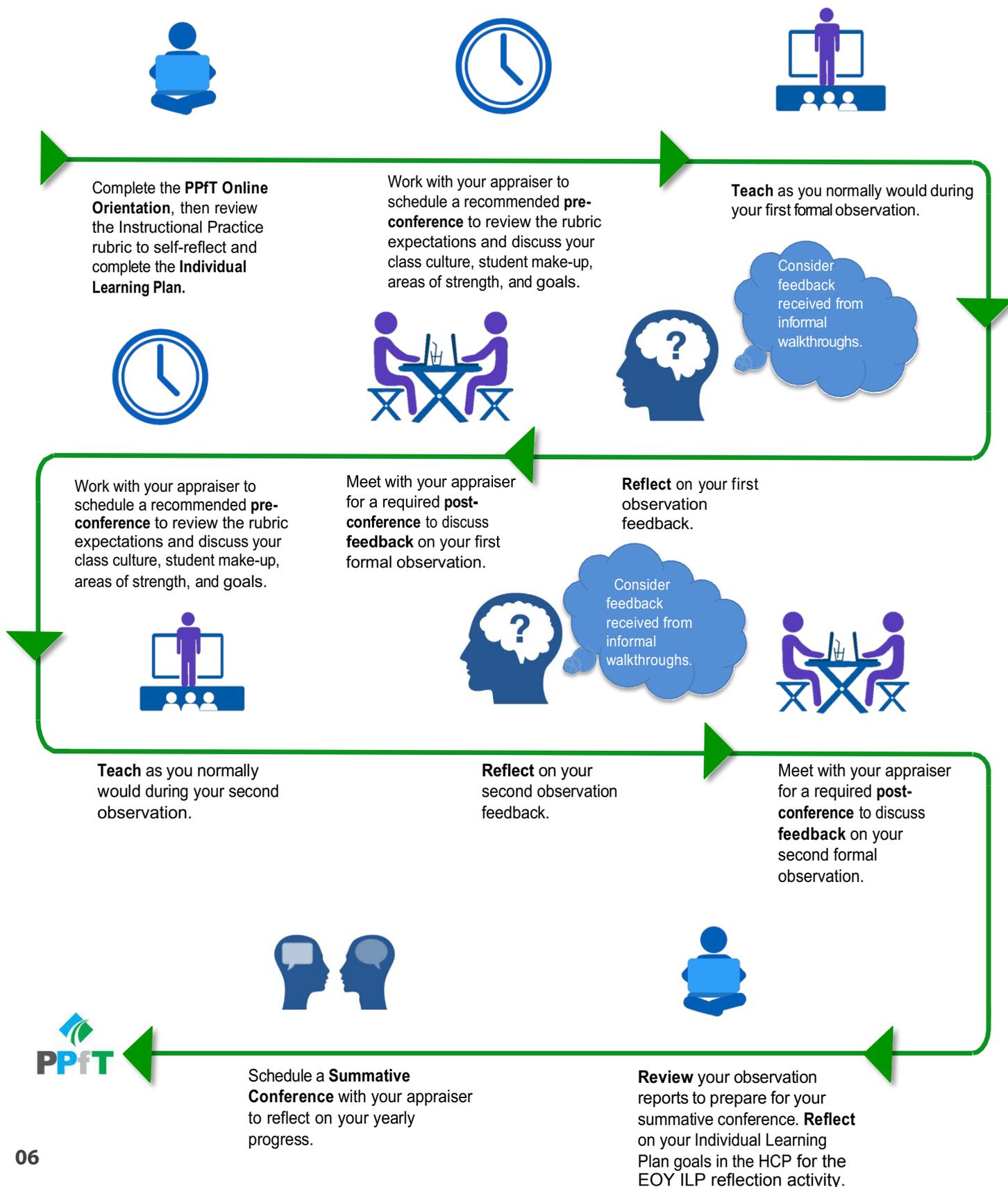
Student Learning Objective (SLO)

- Individual teacher set goal for particular grade/subject/student group
- Scored on a Process and Outcomes Rubric

School-wide Value-Added

- Actual Growth vs Expected Growth
- Shared Campus Score from previous year's STAAR results

Instructional Practice



Instructional Practice

Instructional Practice

This component of the appraisal reflects expectations that drive teaching and learning in all AISD classrooms.

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 the PPfT Online Orientation, then completing an [Individual Learning Plan](#) based on their areas of strength and areas for growth according to the [PPfT Instructional Practice Rubric](#).

Teachers and appraisers should work collaboratively to schedule observation activities.

- Teachers will work with administrators to schedule a recommended pre-conference.
- Teachers will have two formal observations (45 minute minimum) by two different appraisers during the school year: one in the fall and one in the spring.

- Appraisers will share the formal observation data based on the [Instructional Practice Rubric](#) which covers 5 strands of Instructional Practice (ratings on the rubric range from 1-5).
 - * Appraisers are required to provide formal observation data in the HCP within 5 working days of formal observations.
- Appraisers will meet with teachers after each formal observation for a required post-conference to discuss formal observation data. The post-conference must take place within 5 working days of sharing the observation data with the teacher in the HCP.
- The teacher may provide additional evidence, artifacts, and documentation linked to the specific lesson observation for the appraiser to review.
- Informal Walkthroughs are **required** but will not be scored numerically as part of the summative score. Appraisers should provide supportive and formative feedback based on the PPfT Informal Walkthrough form within 2 working days.
- Teachers should reflect on their teaching practice and track progress toward professional learning goals.
 - * Conversations, walkthroughs, and observation data provide teachers ample opportunities to engage in dialogue with appraisers about instructional practice and the impact they have on students.
 - * Conversations, walkthroughs, and observation data can be used to tie evaluation results to professional learning offerings, allowing teachers and appraisers to discuss opportunities that meet individual needs and provide for leadership growth.
- Teachers will meet with appraisers for a Summative Conference at the end of school year.
 - * Focus should be on instructional practice and the impact teacher has had on students.
 - * Teacher should reflect on yearly progress, including the reflection portion in the Individual Learning Plan activity in the HCP.

It is important to follow the [PPfT Appraisal Timeline](#) and all [PPfT Operational Procedures](#).

Please see Timeline and Operational Procedures for additional dates and policies.

Instructional Practice

Scoring

Each formal observation will be scored using the Instructional Practice Rubric. Each strand will be scored at the indicator level and each indicator within the strand will be averaged for a strand score (1-5) on each of the 5 Instructional Practice strands. The 5 strand scores will be averaged together for a final formal observation score.

***A score of 3 is the AISD minimum expectation.**

- Strand 1: Practice and Interactions
- Strand 2: Standards and Alignment
- Strand 3: Assessment and Feedback
- Strand 4: Routines and Procedures
- Strand 5: Classroom Climate and Culture

The two formal observations (fall observation and spring observation) will be averaged for one Instructional Practice Score that is worth 50% of the PPFT Summative Score.

The AISD minimum expectation is a score of 3 - *Meets Expectations*. The performance level *Meets Expectations* signifies solid teaching in each individual indicator level skill/objective, with room to be coached in that particular skill.

The indicator level 3s are teacher focused and often teacher directed, where the ultimate goal is to move teachers up the scale, with frequent feedback and coaching, toward student-centered learning.

The formal observation process is about how the lesson scores, using the evidence collected and the rubric descriptors for each indicator, to provide teachers targeted feedback, coaching and development.

Resources

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

- AISD's [PPFT Appraisal Website](#)
- Creative Learning Initiative [Blog](#)
- [Social Emotional Learning/CP&I](#)
- AISD SEL [Website](#)
- [Tech Resources](#)

What does it look like?

The Instructional Practice Rubric has 5 strands related to instructional practice where teachers can earn a score of 1-5 on each indicator, with a score of 3 being the minimum district expectation. On the following pages, we will highlight each of these strands in depth focusing on the district expectations (score of 3) and above (score of 4 or 5) 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 [portal](#) in order to view the links.

Strand → Instructional Practice Strand 1: Practice and Interactions					
Indicator	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
1.1 Lesson Progression and Pacing	Teacher rarely/never facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s) in a limited capacity.	Teacher occasionally facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher frequently facilitates the progression of the lesson to support student understanding and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports mastery of the identified objective(s) and adjusts in real-time when needed .	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the objective(s) and beyond. Teacher moves the lesson at a pace that supports and extends beyond mastery of the identified objective(s), and adjusts in real-time when needed.
	Performance Levels				

Instructional Practice

Informal Walkthroughs

Informal Walkthroughs

This component of the PPfT Appraisal will provide teachers with frequent, timely feedback on day to day teaching.

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 give more targeted, evidence based feedback to teachers on a regular basis.

- Teachers will receive six informal walkthroughs each year (3 fall and 3 spring)
- Appraisers may complete additional walkthroughs in order to meet the needs of the campus.
- Informal walkthroughs are unannounced and do not need to be scheduled.
- Informal walkthroughs may occur at any time during the year.
- There is no minimum or maximum amount of time an informal walkthrough must last.
- Informal walkthroughs may be conducted by any administrator on the campus.
- Informal walkthroughs may be completed by any administrator on campus. Admin teams have the freedom to manage assignment of walkthroughs based on the needs of the campus.
- Certified campus/district instructional coaches may participate in informal walkthroughs in order to support the campus observation and feedback cycle.
- Appraisers are required to provide informal walkthrough feedback on the PPfT Informal Walkthrough Form within 2 working days of the walkthrough taking place.
- The PPfT Informal Walkthrough Form is aligned to the PPfT Instructional Practice Rubric, and provides administrators targeted look fors when in a classroom.
- Appraisers will provide teachers with any evidence observed, as well as a recognition, consideration, and action step with each visit.
- Appraisers do not need to complete the entire form with each walkthrough. Appraisers should focus only on what is observed.
- Informal walkthroughs will not be scored numerically as part of the PPfT Summative Score, but appraisers should provide supportive and formative feedback based on the walkthrough form look fors.
- Teachers should reflect on their teaching practice after receiving the walkthrough feedback and track progress toward professional learning goals and continuous improvement.
- Conversations and feedback provide teachers ample opportunities to engage in dialogue with appraisers about instructional practice and the impact they have on students.
- Conversations and feedback can be used to tie evaluation results to professional learning offerings, allowing teachers and appraisers to discuss opportunities that meet individual needs and provide for leadership growth.

It is important to follow the [PPfT Appraisal Timeline](#) and all [PPfT Operational Procedures](#).

Please see Timeline and Operational Procedures for additional dates and policies.

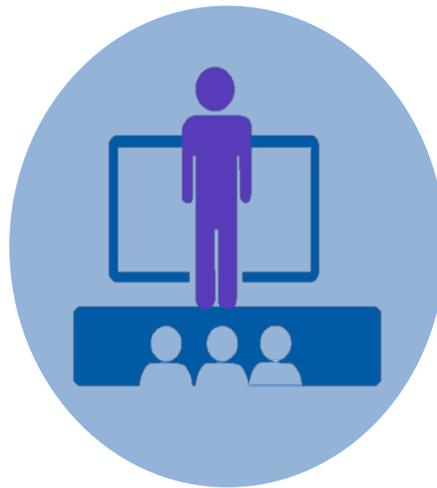
Professional Growth and Responsibilities



Growth and Reflection



Professional Standards



Collaboration and Contributions



Communication and Relationships



Planning and Resources

Professional Growth and Responsibilities

Professional Growth and Responsibilities

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

Professional Growth focuses on the demonstration of teacher development and collaboration through important practices that increase student learning such as participating in ongoing professional learning, 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.

The [Professional Growth and Responsibilities Rubric](#) encompasses five strands associated with professionalism:

- Strand 1: Growth and Reflection
- Strand 2: Collaboration and Contributions
- Strand 3: Planning and Resources
- Strand 4: Communication and Relationships
- Strand 5: Professional Standards

Appraisers will clearly communicate expectations for scoring and use the [Professional Growth and Responsibilities Rubric](#) to assess teachers. Teachers will review the rubric, self-assess, and provide evidence and artifacts to showcase their work in these areas. Appraisers will consider the teacher's submission to inform the score. This is a collaborative approach between teacher and appraiser.

Sources of Evidence and Artifacts

Sources of evidence include teacher input and activities, instructional documents, and student outcomes. Strategies for gathering evidence include conferences before and after lessons, observation feedback and scripting, and the collection of instructional artifacts, including student work and teacher reflections.

Artifacts are forms of evidence that support a teacher's appraisal. They may include lesson plans, examples of student work with teacher feedback, professional learning 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.

Scoring

The 5 strands will be scored at the indicator level and the indicators within the strand will be averaged for a strand score of 1-5. The strand scores will be averaged for one Professional Growth and Responsibilities score that is worth 25% of the PPfT Summative Score.

Resources

For additional information, please visit the [PPfT Appraisal Website](#).

For professional learning opportunities, please visit the [Human Capital Platform \(HCP\)](#).

What does it look like?

The Professional Growth and Responsibilities Rubric has 5 strands related to professionalism where teachers can earn a score of 1-5, with a score of 3 being the minimum district expectation. On the following pages, we will highlight each of these strands in depth focusing on the district expectation (score of 3) and above (score of 4 or 5) 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.

Student Growth

What Is It?

Beginning in the 17-18 school year, all teacher appraisal systems in Texas, both the state-recommended system (T-Tess) or a locally developed system, were required to include student growth as part of the evaluation. The state offers several acceptable student growth measures but requires a portion to include a measure of student growth at the individual teacher level. Districts are allowed to use one or multiple student growth metrics to meet this requirement.

In Austin ISD, the locally developed PPfT System's Student Growth portion is split into two components: one Student Learning Objective (SLO) and a School-wide Value-Added score.

Research has shown a strong correlation between setting and working toward rigorous targeted goals and student achievement. Student Learning Objectives provide a framework for that process while meeting the student growth requirement from the state as the individual teacher measures.

For the SLO component, teachers will be scored on the [SLO Process and Outcomes Rubric](#) related to the components of the student learning objective process as well as their students' growth from pre- to post-test.

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

A Student Learning Objective (SLO) is a teacher set goal for individual student growth using the students a teacher instructs. The learning objective is a targeted area of high need based on a thorough review of available data and must meet standards for rigor and verifiability. SLOs assign individual growth targets for each student to achieve based on their pre-assessment score.

School-wide Value-Added makes up the second component of student growth. This is a district-rated measure of the extent to which a campus' average student growth meets, exceeds, or falls short of students expected growth. All students who take a reading or math STAAR/EOC assessment on the campus will count towards the calculation of the School-wide Value-Added score. AISD has contracted with SAS EVAAS to calculate this statistical measure. All teachers and administrators on the campus will receive the same School-wide Value-Added score, regardless of grade/subject taught, as part of the PPfT and CAPR Appraisal Systems.

Scoring

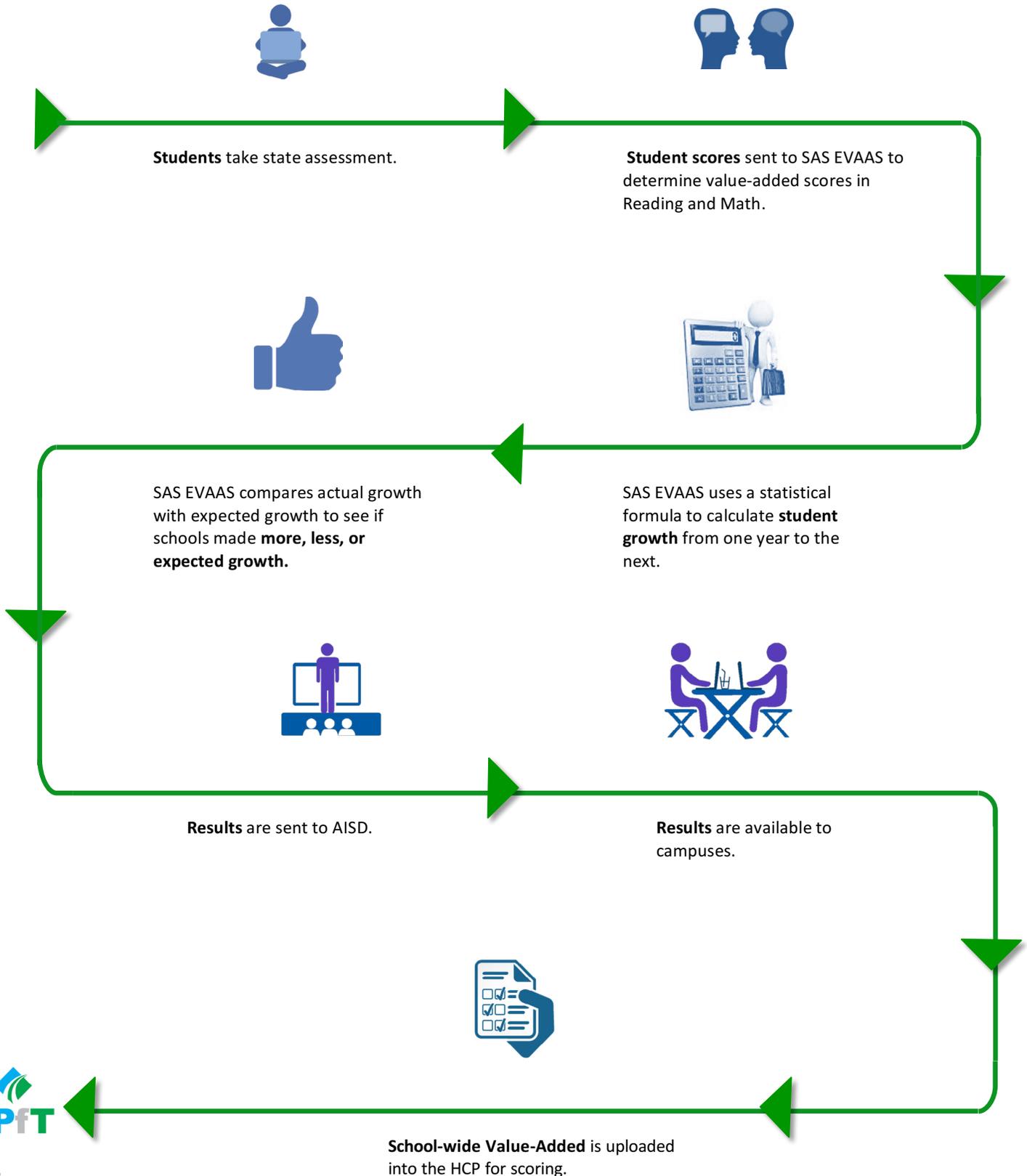
Student Growth accounts for 25% of the PPfT Appraisal Summative Score.

The Student Learning Objective (SLO) is worth 15% of the PPfT Summative Score and is scored using the SLO Process and Outcomes Rubric. School-wide Value-Added accounts for 10% of the PPfT Appraisal Summative Score.

School-wide Value-Added scores will not be included for the following: first year teachers, teachers new to Austin ISD, and teachers on special campuses. These individuals will have this percentage replaced by the SLO score. See the [PPfT Appraisal plans](#) available based on position/campus type.

Student Growth

School-wide Value-Added



Student Growth

School-wide Value-Added

What Is It?

School-wide Value-Added is a state approved method of measuring student growth as a required component of teacher appraisal. School-wide Value-Added focuses on student growth, not achievement, by examining multiple years of student achievement data to produce a 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 campus staff have on academic performance.

School-wide Value-Added measures how much progress students on a campus made relative to the expectation of progress. The expectation of progress is defined by the individual testing history of students within the school and how other students similar to them performed across the state on average.

School-wide Value-Added measures follow students 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 students on a campus as a group made more than, less than, or about the same progress as expected.

For the PPfT Appraisal, both the reading and math STAAR/EOC scores from the prior year will be used for calculating the School-wide Value-Added score each year. Teachers will receive the School-wide Value-Added score as part of the PPfT Appraisal Summative Score. Using a school-wide student growth measure reinforces the desire to create a collaborative campus culture and shared accountability.

[Please watch this video for more information.](#)

Scoring

School-wide Value-Added accounts for 10% of the PPfT Appraisal Summative Score. School-wide Value-Added will be calculated by SAS EVAAS for each campus where student growth is required. SAS EVAAS calculates a score for reading and math according to the scale below and is averaged into a 1-5 score. The overall campus reading and math value-added scores are averaged into an overall School-wide Value-Added score of 1-5. This score will be multiplied by 10 to add into the final summative score.

5 = Significant Evidence Exceeded Expectations

4 = Moderate Evidence Exceeded Expectations

3 = Met Expectations

2 = Moderate Evidence Below Expectations

1 = Significant Evidence Below Expectations

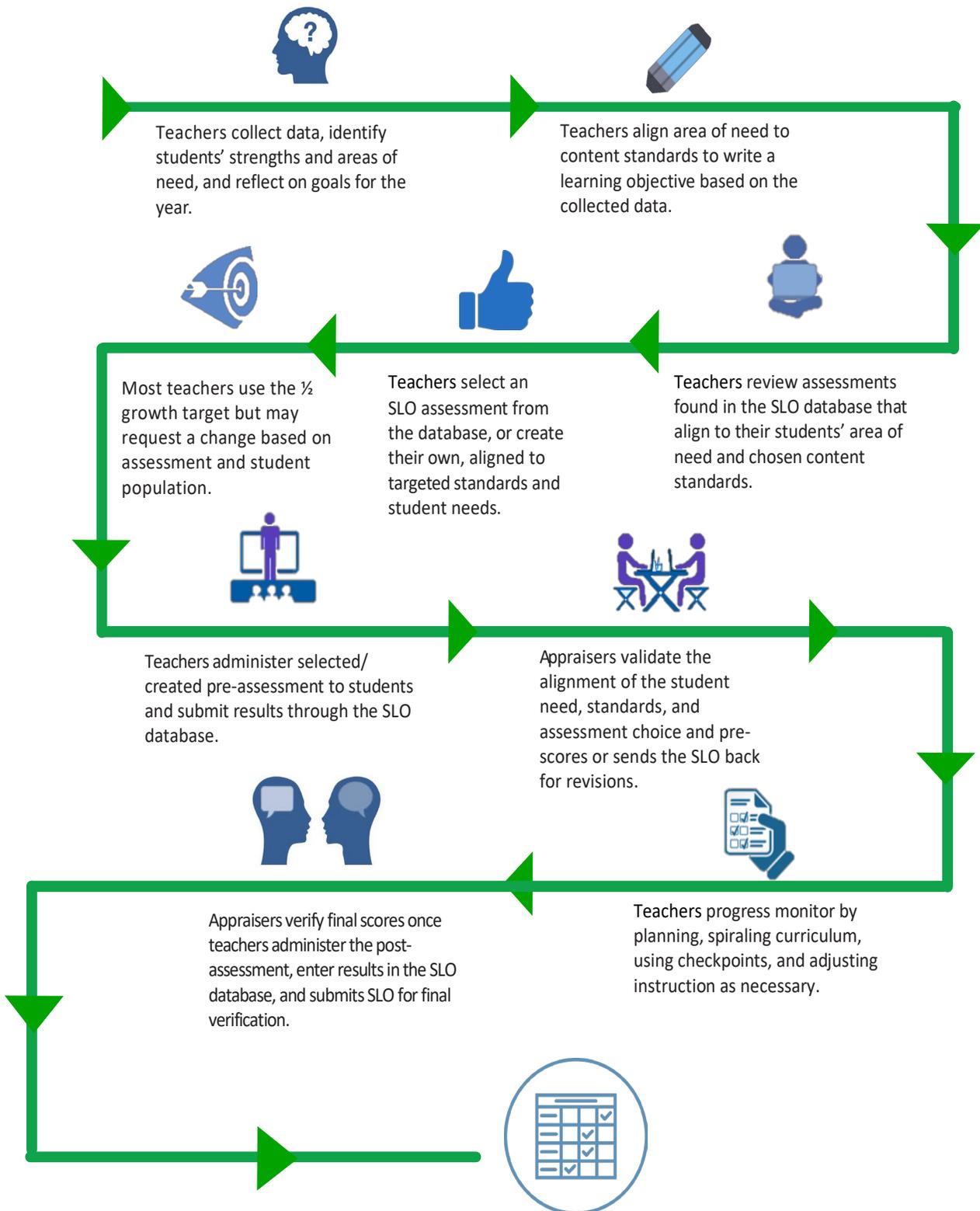
School-wide Value-Added scores will not be included for the following: first year teachers, teachers new to Austin ISD, teachers on special campuses, and teachers with special assignments. These individuals will have this percentage replaced by the SLO score. Please see [PPfT Appraisal Plans](#) available based on position/campus type.

Where Can I Find the School-wide Value-Added Score?

The School-wide Value-Added score will be added to each teacher's appraisal plan in the HCP. Scores will be uploaded in the Student Growth section of the PPfT plan in the spring semester and communicated to campuses. Appraisal plans can be found in the "My Appraisals" tab in the [HCP](#).

Student Growth

Student Learning Objective Process



Student Growth

Student Learning Objectives

What Is It?

The Student Learning Objective (SLO) is a state approved method of measuring student growth as a required component of teacher appraisal. SLOs are teacher set goals for individual student growth. The learning objective is a targeted area of high need based on a thorough review of available formal, historical, and/or anecdotal data, and must meet standards for rigor and verifiability. SLOs assign individual student growth targets based on the pre-assessment score.

Scoring

The Student Learning Objective (SLO) is 15% of the PPFT Summative Score and is scored using the SLO Process and Outcomes Rubric, which includes the percentage of students who met the growth target. The rubric 5 strands will be scored at the indicator level and will be worth a combined total of 25 points.

Strand 1: Needs assessment, worth 3 points.

Strand 2: Standards Alignment, worth 3 points.

Strand 3: Assessment Alignment, worth 4 points.

Strand 4: Progress Monitoring, Instructional Adjustments, and Reflection, worth 5 points.

Strand 5: Student Growth Targets, worth 10 points.

The overall SLO Process and Outcomes Rubric score percentage will be divided by 20 to put the score on the 5 point scale to mirror the other PPFT Appraisal components. For most teachers, this score will be multiplied by 15 to be added into the final PPFT Summative Score. For new teachers and teachers in special assignments, or on special campuses where School-wide Value-Added cannot be calculated, the SLO rubric score will be multiplied by 25 to be added into the final PPFT Summative Score. Please see the [PPFT Appraisal Plans](#) available based on position/campus type.

Where Can I Find the SLO Score?

The SLO student growth score will be calculated and verified in the SLO database. The score will then be uploaded to each teacher's appraisal plan in the HCP in the Student Growth section of the PPFT plan. Appraisers will then score the SLO Process and Outcomes Rubric in the HCP based on the teacher provided information in the SLO information page (SLO database) and the percentage of students who met the growth target. Appraisal plans can be found in the "My Appraisals" tab in the HCP.

Student Growth

Student Learning Objectives

The SLO Process

1. Teachers will collect/use data from available resources to determine significant areas of need for the students in the identified course/section.
2. Teachers will align the SLO to the current state/content standards appropriate for that grade level and content area. The standards that align to the SLO goal should represent the content taught over the duration of the designated SLO course (yearlong or semester).
3. Teachers will select from the resource bank or create their own assessment that aligns to the determined area of need and the selected content standards. SLO assessments may include written assessments, performance assessments, or work products. SLOs provide unique opportunities for performance-based assessments which can give students models of high quality work. SLO assessments do not need to be an additional standardized/multiple choice test. Teachers should consider what assessments/rubrics are already used in their courses in a meaningful way.
4. Teachers will select an SLO assessment from the resource bank in the SLO database, or create their own assessment, that assesses the targeted standards aligned to the identified area of need.
5. Most teachers will use the 1/2 growth target, but some teachers may request a change in the growth target based on their teaching assignment, assessment choice, and student population.
6. Teachers will enter all SLO information and administer selected/created pre-assessment to students and submit results through the SLO database.
7. Appraiser will validate the assessment choice and student pre-test scores or send the SLO back for revisions.
8. Teachers will progress monitor and measure student progress toward the identified Learning Objective(s). Teacher will design lessons that incorporate the chosen learning objectives throughout the course/year. Teacher will give occasional formative assessments and adjust instruction as necessary. Teacher will describe the documents and frequency of formative assessments that will be used to measure student progress toward the learning goals during the course/section in the SLO database.
9. Teachers will submit the results and growth between administration of pre- and post-assessments. Pre- and post-assessment scores are reported for each student in each teacher's chosen course/section in the SLO database.
10. Appraiser will verify the final percentage of students who met the identified growth target and approve or deny any student exemption requests submitted.
11. Teachers will review the final appraiser approved percentage and the status of any exemption requests in the SLO database.
12. Appraiser will score the SLO Process and Outcomes Rubric in the HCP.
13. Teacher will review the SLO rubric score in the HCP.

Student Growth

Student Learning Objective: Yearlong Timeline



2022-2023 PPfT Yearlong SLO Timeline

Timeline	SLO Process
Determine Student Need	<ul style="list-style-type: none"> Collect and analyze data to determine student group and area of high need
August 22 – October 21	<ul style="list-style-type: none"> Yearlong SLO pre-assessment window open
September 23	<ul style="list-style-type: none"> Yearlong created assessments submitted for appraiser approval
October 7	<ul style="list-style-type: none"> Appraisers approve yearlong created assessments
October 14	<ul style="list-style-type: none"> Yearlong SLO student enrollment cutoff date
October 21	<ul style="list-style-type: none"> Complete yearlong SLO submission form and submit with pre-test scores for appraiser validation in the online database
Between Pre- and Post-test	<ul style="list-style-type: none"> Monitor student progress toward Student Learning Objective
November 11	<ul style="list-style-type: none"> Appraiser validates all yearlong SLOs
December 2	<ul style="list-style-type: none"> All yearlong SLO revision requests from appraisers must be completed and resubmitted by teachers
October 21 – January 10	<p><i>Teachers who have an assignment or roster change must request a revision to their own SLO by contacting their assigned SLO District Coordinator when the change occurs. Failure to submit a revised SLO when required will result in receiving zero points for the SLO component of the PPfT Appraisal.</i></p>
January 10	<ul style="list-style-type: none"> New hire/reassignment cutoff date
March 6 – April 21	<ul style="list-style-type: none"> Yearlong SLO post-assessment window open
April 21	<ul style="list-style-type: none"> Complete final yearlong SLO verification form and submit post-test scores for appraiser verification in the online database
April 28	<ul style="list-style-type: none"> Appraisers verify all yearlong SLOs Appraisers score and share SLO Process Rubric in the HCP
May 5	<ul style="list-style-type: none"> Appraisers finalize SLO Process Rubric in the HCP

Student Growth

Student Learning Objective: Semester Timeline



2022-2023 PPfT SLO Fall Semester Timeline

Timeline	SLO Process
Determine Student Need	<ul style="list-style-type: none"> Collect and analyze data to determine student group and area of high need
August 15 – September 23	<ul style="list-style-type: none"> Fall semester pre-assessment window open
September 2	<ul style="list-style-type: none"> Fall created assessments submitted for appraiser approval
September 16	<ul style="list-style-type: none"> Appraisers approve fall created assessments Fall semester student enrollment cutoff date
September 23	<ul style="list-style-type: none"> Complete fall semester SLO submission form and submit with pre-test scores for appraiser validation in the online database
September 30	<ul style="list-style-type: none"> Appraiser validates all fall semester SLOs
October 14	<ul style="list-style-type: none"> All fall revision requests from appraisers must be completed and resubmitted by teachers
Between Pre- and Post-test	<ul style="list-style-type: none"> Monitor student progress toward Student Learning Objective
October 24 – December 2	<ul style="list-style-type: none"> Fall semester post-assessment window open
December 2	<ul style="list-style-type: none"> Complete final fall semester SLO verification form and submit with post-test scores for appraiser verification in the online database
December 9	<ul style="list-style-type: none"> Appraiser verifies all fall SLOs Appraisers score SLO and share SLO Process Rubric in the HCP
December 16	<ul style="list-style-type: none"> Appraisers finalizes SLO Process Rubric in the HCP

2022-2023 PPfT SLO Spring Semester Timeline

Determine Student Need	<ul style="list-style-type: none"> Collect and analyze data to determine student group and area of high need
January 10 – February 10	<ul style="list-style-type: none"> Spring semester pre-assessment window open
January 10	<ul style="list-style-type: none"> New hire/reassignment cutoff date
January 20	<ul style="list-style-type: none"> Spring created assessments submitted for appraiser approval
February 3	<ul style="list-style-type: none"> Spring semester student enrollment cutoff date Appraisers approve spring created assessments
February 10	<ul style="list-style-type: none"> Complete spring semester SLO submission form and submit with pre-test scores for appraiser validation in the online database
February 24	<ul style="list-style-type: none"> Appraiser validates all spring SLOs
March 10	<ul style="list-style-type: none"> All spring revision requests from appraisers must be completed and resubmitted by teachers
Between Pre- and Post-test	<ul style="list-style-type: none"> Monitor student progress toward Student Learning Objective
March 6 – April 21	<ul style="list-style-type: none"> Spring SLO post-assessment window open
April 21	<ul style="list-style-type: none"> Complete final spring semester SLO verification form and submit with post-test scores for appraiser verification in the online database
April 28	<ul style="list-style-type: none"> Appraiser verifies all spring semester SLOs Appraisers score and share SLO Process Rubric in the HCP
May 5	<ul style="list-style-type: none"> Appraisers finalizes SLO Process Rubric in the HCP

* SLO assessments MAY NOT be administered prior to the opening of the district testing window under any circumstances.

* If teachers need to request a revision to their semester SLO due to assignment/roster changes, please contact your assigned district Coordinator.

Student Growth

Student Learning Objectives

Who Completes an SLO?

- Teachers who are assigned to a campus in a .5 or greater primary teaching assignment by the new hire cut-off date are required to complete an SLO.
 - Teachers who instruct students at least 50% of the time and have a consistent group who they see in a semester or year will be required to complete an SLO.
 - Teachers who instruct students at least 50% of the time, but have revolving groups throughout the year, will still be required to complete an SLO. Please contact your assigned district PPFT Coordinator to discuss options for your SLO.
 - Teachers who do not directly instruct students at least 50% of the time will not be evaluated with PPFT and are not required to complete an SLO.
- All submission and revision deadlines must be met. Teachers must follow the published SLO timelines in order to receive credit.
 - All testing must be done within the allotted pre- and post-testing windows for fall, spring, and yearlong SLOs. Each section of the SLO entry must meet the guidelines in this support guide.
 - All actively enrolled 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 final submission for auditing purposes.
 - 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 appraiser comments, within 10 working days, and be re-submitted for appraiser approval.

Please see the [PPFT Appraisal Plans](#) for the list of campuses and assignments who will not complete an SLO.

SLO Requirements and Core Guidelines

- Failure to meet the requirements below will result in the teacher receiving 0 points for the SLO component of the PPFT Appraisal.
- SLO must address the course/section number where the teacher instructs the largest student population or the course/section with the highest need (appraiser approved).
- SLO must address all actively enrolled students from the listed course/section number(s).

Student Learning Objectives

SLO Process

Course Selection

Purpose

To determine which course/section and student population will be addressed in SLOs.

Guidelines

SLOs must address the course/section number where the teacher instructs the largest student population or the course/section with the highest need, with appraiser approval.

Within the identified course, teachers may target one section or period they instruct.

SLO content/standards must address a high need for the majority of the student population within the course/section. There may be outliers, but the SLO should be a significant need for the vast majority of the students.

Strand 1: Needs Assessment

Purpose

Teachers will collect/use data from available resources to determine significant areas of need for the students in the identified course/section.

Guidelines

SLO must address an area of high need for the majority of the students in the SLO group.

Formal data should be referenced when it is available. When there is no formal data available, there must be an explanation of how needs were determined such as historical data or anecdotal notes/observations. Pre-assessment results may be used to add further validity to the needs assessment.

Data Sources

CIP, district and campus reports, teacher developed resources, formative assessments, running records, observations/anecdotal evidence, elective departmental exams, district and campus generated data, identifying needs across larger student groups, historical data/trends.

Required Documentation

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

Strand 2: Standards Alignment

Purpose

Teachers will align the SLO to the current state/course content standards appropriate for that grade level and subject area. The standards that align to the SLO goal should represent the content taught over the duration of the designated SLO course (yearlong or semester).

Guidelines

After analyzing data and completing a needs assessment to identify the area of need for students, teachers will need to align the area of need to specific content standards.

A Student Learning Objective must align directly to at least three course content standards or student expectations. The content standards chosen must align to your identified area of student need.

Student Learning Objectives

SLO Process

Strand 3: SLO Assessment

Purpose

Teachers will select an assessment from the available resource bank or create their own assessment that aligns to the determined area of need and the selected content standards. SLO assessments may include written assessments, performance assessments, or work products. There are various types of assessments that can be used for SLO purposes.

Short answer

- 5 questions
- Rubric

Essay

- 1 page student response
- Rubric

Performance Task

- prompt/task identified for pre- and post-test
- Rubric

Project-based

- Criteria/task description
- Rubric

Multiple Choice

- minimum 10 questions for pre-k and kindergarten
- 15 questions for 1st
- 20 questions for grades 2-12
- Must contain 4 answer choices/question
- Answer key/Assessment map

SLOs provide unique opportunities for performance based assessments which can give students models of high quality work. SLO assessments do not need to be an additional standardized test. Teachers should consider the following;

- What assessments are already planned in the course curriculum?
- What rubrics will be used to track student progress in an ongoing way?
- How could these be used for SLO purposes to provide meaningful data?

Guidelines

Teachers may choose an assessment from the resource bank provided. The tests in the resource bank were developed by AISD teachers in a collaborative peer review process. The assessments in the resource bank are NOT district-created assessments, and may not fit all teachers' content/student needs.

Teachers do not have to use a test from the resource bank. All teachers have the option to create/submit an assessment for SLO purposes that better aligns to their specific course content/student needs. All created assessments must meet the minimum criteria published in this guide and be approved by the assigned campus appraiser prior to administering to students.

Student Learning Objectives

SLO Process

Selecting an Assessment?

- Go to the SLO database and browse the list of teacher-created assessments.
- Select an assessment that is aligned to the needs of the identified course number from the pre-populated list. This will provide teachers with the TEKS or content standards and growth target for the SLO.
- Please keep in mind that assessments may cover content standards for the identified course but may not be a high need for the specific students enrolled in that course/section.
- Administer the pre-assessment to all students enrolled in the identified course/section number. Please review your selected assessment thoroughly before administering to students.
- Report any assessment issues, in writing, to your assigned district Coordinator. Please note, the assessments in the SLO database are a resource and are not standardized cumulative assessments. Assessments must be reviewed in full to ensure it meets the needs of your students in your identified course/section.

Creating an Assessment?

- Use the needs assessment to determine the TEKS or content standards that will be addressed in the SLO. Use the TEKS or content standards to develop an appropriate assessment. Refer to the Help tab in the SLO database for created assessment writing resources.
- Assessments in the SLO database were developed and reviewed by AISD teachers and are not district-created assessments. Teachers may find that creating their own assessment or utilizing an assessment/rubric they have already

developed may be more meaningful to the SLO process.

- All questions and assessment content must be aligned with the identified learning objective and grade level TEKS or content standards.
- Assessments may cover as few as three student expectations from the standards but should not be broader than a single (entire) STAAR Reporting Category. SLOs should not be comprehensive/EOC exams.
- All content in the learning objective must be covered in the assessment.
- TEKS/SEs/Standards and level of rigor must be identified and labeled for each question on the assessment map. Refer to the Help tab in the SLO database for a template.
- Assessments must measure individual student performance, not a group's performance.
- Individual assessment items must vary in levels of rigor. The suggested breakdown is 30% from Level 1 - Recall, 60% from Level 2 - Application, 10% from Level 3 - Analysis. Refer to the Help tab in the SLO database for depth of knowledge resources.

Required Documentation

- If you select an assessment from the resource bank, the information will populate automatically when you select the assessment choice.
- If using a created assessment, fill in the Assessment field of the SLO entry with a complete description of the test (teacher made, resources used, etc.), the length of the assessment and the grading scale used, as well as any special notes or instructions.

Student Learning Objectives

SLO Process

- Upload a blank copy of the assessment with a completed cover page and rubric or answer key/assessment map, to the SLO database.
- Submit for appraiser approval prior to administration.
- 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 expectations. When using a rubric, students must receive an independent score for each skill being assessed, which can then be totaled into a final score.

Subject Specific Requirements

- Language Arts: Fluency may not be tested in isolation. It may only be combined with comprehension and/or other more thorough skills. High frequency word lists may not be tested in isolation. All SLOs must address a minimum of three skills.
- Keyboarding: Must include both speed and accuracy. Must be documented in Microtype with an official report provided, verifying date of administration.
- Foreign Language: Neither conjugation nor vocabulary may be tested in isolation.

Requirements for Ensuring Testing Integrity

- Teachers may administer SLOs online.
- If administering online, both the pre- and post-tests must be administered in the same format.
- All online administration of SLO assessments must occur in either BLEND, the official AISD platform (3rd –12th), SeeSaw for PK – 2nd grade assessments, or in SchoolCity. Please contact your Campus Testing Facilitator or TDC for more information.
- Students may only take the test one time per administration (pre- and post-).
- Administer SLO to all students on the same day when appropriate.
- Absent students must still complete the SLO. They should take the test upon return to school.
- Do not review SLO questions or answers with students at any time throughout the year.
- Students should not grade the SLO tests.
- Do not send SLO tests home with students.
- Teachers must keep student testing documents for one year for auditing purposes.
- If a teacher leaves the teaching position before the new teacher hire cutoff date, the teacher must leave the student testing documents on campus.
- Make assurances against cheating (students may not take the test in groups).
- Monitor students and do not alter their answers.
- Teachers are responsible for providing all student 504, IEP, and ELL accommodations.
- Hints, helping tools, detailed instructions, etc. are not allowed. If they are an integral part of the test, they must be clearly identified in the SLO entry page, approved by the appraiser, and given on both the pre- and post-tests.
- SLO assessments should be administered in a STAAR-like environment. Remove/cover relevant anchor charts and supports, and actively monitor the testing period.

Student Learning Objectives

SLO Process

- The pre-and post-test environment and instructions should be the same at both administrations.
- SLO assessments should be administered in a student's L1 decision language as determined by the LPAC.
- Students may not test in multiple languages.
- The pre- and post-test must be administered in the same language unless LPAC changes are made in between administrations.

Writing a Learning Objective Statement

Purpose

To establish a learning objective aligned to student needs and based on TEKS or standards which will be measured for the purpose of SLOs

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

Pre-Assessment

Purpose

To determine a baseline from which to measure student growth.

Guidelines

- Student testing documents for all students must be saved for one year beyond the summative report for auditing purposes.
- SLO student data should be recorded and submitted on the pre-populated roster found in the SLO database.
- Teachers are responsible for grading accuracy. SLOs will be measured against the actual score, not the reported score, when there is a discrepancy, so teachers must keep the student testing documents. Automated scoring should always be double-checked.

Required Documentation

- Upload a blank copy of the assessment and a completed cover page and assessment map, if you created your own assessment.
- If you select an assessment from the resource bank, the information will populate automatically when you select the assessment choice.

Student Learning Objectives

SLO Process

Growth Target

Purpose

To set 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 form. 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. $(100 - \text{pre-test score}) / 2$.
- Assessments are not required to add up to 100 points. Some may just be a raw/perfect score. For these assessments, the growth target will be based on a formula which requires students to grow by at least half of what is required to attain a perfect score. $(\text{perfect score} - \text{pre-test score}) / 2$.
 - Example: An assessment with a perfect score of 32. Students will make half the growth required to score 32. $(32 - \text{pre-test score}) / 2$.
- Pre-k and kindergarten growth targets must attain a score equal to 70% to meet the expectations set forth in the TEKS. These assessments use the attainment growth target.
 - 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, 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 your assigned district Coordinator for help with non-standard growth targets.
- SpEd and intervention teachers testing special populations using grade level assessments are eligible to use the 1/3 growth target. Please contact your assigned district Coordinator for help.

Required Documentation

- Select the appropriate growth target from the dropdown menu on the SLO if you created an assessment. If you select an assessment from the resource bank the growth target will automatically populate.

Student Learning Objectives

SLO Process

Teachers will be unable to submit their SLO for pre-test validation until after the new student enrollment cutoff date. Please see timelines for this date.

Student Enrollment Cut-Off Date

Purpose

To finalize which students must be included in the SLO based on the date of enrollment.

Guidelines

- All students enrolled on or before the cutoff date will be included in the 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.
- Teachers will not be able to submit for pre-test validation until after the new student enrollment cutoff date.

Resources

- Gradebook System - for checking enrollment on the actual cutoff date.
- Campus Registrar - for generating a report of enrollment on the cutoff date, after the fact.
- SLO Database Roster - indicates student enrollment dates.

Database Entry

Purpose

To officially document and submit an SLO in the SLO database for pre-test validation and post-test verification by an appraiser.

Guidelines

- All SLO scores must be entered within the allotted testing windows and submitted by the deadline. No testing may be conducted outside of these dates.
- Each field in the database must be filled out according to the guidelines in the corresponding sections of this support guide.

- The SLO roster is based on teachers assigned courses/ sections and gradebook roster. Student names, ID numbers, course numbers, student enrollment date, individual growth targets, and actual student growth will be pre-populated.
- Teachers will need to manually enter their pre- and post- assessment scores into the roster.

***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.*

Strand 4: 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. Skills-based rubrics may be used for instruction throughout the year as long as there is a designated prompt/task for SLO purposes only.

Resources

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

Required Documentation/Product(s)

Teachers will summarize progress monitoring methods in the Progress Monitoring tab of their SLO information that will be scored as part of the SLO Process and Outcomes Rubric. While specific progress monitoring documents are not required through district policy, your campus appraiser may require teachers to submit progress monitoring documentation to be able to score the rubric.

Student Learning Objectives

SLO Process

Revision Request

Purpose

To revise an SLO once a revision request is made by an appraiser or request a teacher revision as a result of significant changes to student groups or teaching assignments.

Guidelines

- Complete revisions according to a specific request made by an appraiser is required.
- Complete all revisions and resubmit within 10 working days of the date requested.
- Teachers must request a revision to their SLO if there are significant changes to a student group or teaching assignment.
- Teachers need to contact their assigned district Coordinator in writing as soon as this change occurs to avoid an invalid SLO.

Required Documentation/Product(s)

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

Post-Assessment

Purpose

To administer post-assessment.

Guidelines

- Post-assessment and pre-assessment must be the same, with the following exceptions:
- The order of questions and answer choices may be changed, but question wording, content, language of assessment, and administration style must stay the same.

- 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 measures growth in those skills over the course. If you are unsure if this would apply to your assessment, please contact your assigned district Coordinator.
- All students who are enrolled on or before the New Student Cutoff Date and have not withdrawn from the course, 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 on the day of test administration must still be included in your final calculation.
- Active students without both a pre- and post-assessment must have 0's entered for both pre- and post-test scores and will be counted as not having met the growth target in the final calculation.

Required Documentation/Product(s)

- Keep graded student work for one year.
- Complete the roster for your final SLO submission form.

Student Learning Objectives

SLO Process

Final Submission

Purpose

To calculate and document final student performance in the SLO database.

Guidelines

- Students must have both a pre- and post-score 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-score must still be included but counted as a “no.”
- Students enrolled on or before the New Student Cutoff 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 grayed out on the roster. These students will not be included when calculating your final percentage, unless the student withdraws after the post-assessment administration period.
- If you have students with special circumstances that you feel should exempt them from being included in your SLO, explain that in the student comments field on the SLO roster and check the “request exemption” box next to the student. Your appraiser will make that determination when verifying your SLO and approve or deny the request.
- 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.
- If an exemption request is granted, your final score will be re-calculated without the exempted student(s). Teachers should check their final score after their appraiser has verified to SLO to confirm the status of any exemption requests.
- Saving your SLO roster will not submit your SLO to your appraiser. You must follow the submission steps and click the submit button at the bottom of your SLO edit page.
- The Office of Employee Effectiveness will send reminders to submit and notifications if not submitted. These reminders and notifications are automatically generated based on your current SLO status. Please do not ignore these emails. They are specifically targeted to SLOs who are missing items, out of compliance, or not fully complete. Contact your assigned district Coordinator with questions and concerns.
- SLOs not submitted by the deadline will be invalidated and no points can be earned for the SLO component of the teacher's PPFT Appraisal.

Student Learning Objectives

SLO Process Rubric

Student Learning Objectives Process and Outcomes Rubric					
Strand 1: Needs Assessment	Strand 2: Standards Alignment	Strand 3: Assessment Alignment	Strand 4: Progress Monitoring, Instructional Adjustments, & Reflection	Strand 5: Student Growth Targets	
<p>Teacher will collect data from available resources to determine significant areas of need for the students in the defined course/section.</p> <p><i>Evidence/Effects:</i> <i>CIP district/campus-wide data reports, teacher-developed formative assessments, learning records, district/campus generated data, historical data/trends</i></p>	<p>Teacher will align the SLO to the current state standards and content standards that align to the SLO goal should represent the content taught over the duration of the designated SLO course (ending of semester)</p> <p><i>Evidence/Effects:</i> <i>SLO Objective Statement submitted in the SLO database</i></p>	<p>Teacher will select/create an assessment that aligns to the determined area of need and the selected content standards. SLO assessments may include written assessments, performance assessments, or work products. SLOs provide evidence of student learning in the form of work products which can give students models of high quality work. SLO assessments do not need to be an additional standardized test.</p> <p><i>Evidence/Effects:</i> <i>Assessment information selected/created in the SLO database</i></p>	<p>Teacher will monitor and measure student progress toward the SLO goal and collect data to determine if the SLO goal incorporates the chosen learning objectives throughout the course/year. Teacher will give occasional formative assessments and adjust instruction as necessary. Teacher will use the data to measure student progress toward the learning goals during the course/section in the SLO database.</p> <p><i>Evidence/Effects:</i> <i>Progress monitoring reports in the SLO database, published/department group schedules, student progress data, running records</i></p>	<p>Teacher will use a measurable objective that quantifies growth in student learning based on the results of administration of pre- and post-assessments. Pre- and post-assessments will be used to measure student progress toward the teacher's chosen course/section in the SLO database.</p> <p><i>Evidence/Effects:</i> <i>Student Pre/Posttest scores on roster in SLO database</i></p>	
<p>The Student Learning Objective Statement does not directly connect to at least three course content standards and/or the SLO goal does not align with the areas of need.</p>	<p>Teacher selects/creates an assessment that does not directly align to content standards/areas of need determined by needs assessments.</p>	<p>Teacher selects/creates an assessment that loosely aligns to content standards/areas of need determined by needs assessments.</p>	<p>Teacher rarely/never monitors student progress, collects data, and reflects on student needs.</p> <p>Teacher rarely/never adjusts instruction.</p>	<p>0-49% of students meet their individual growth target</p>	
		<p>Teacher occasionally monitors student progress, collects data, and reflects on student needs.</p> <p>Teacher occasionally adjusts instruction, may not meet student needs.</p>	<p>Teacher frequently monitors student progress, collects data, reflects on student needs.</p> <p>Teacher frequently adjusts instruction to meet student needs.</p>	<p>50-69% of students meet their individual growth target</p>	
	<p>The Student Learning Objective Statement directly connects to at least three course content standards, and the SLO goal is clearly aligned with the student area of need.</p>	<p>Teacher selects/creates an assessment that directly aligns to needs assessment and standard, and assessment engages students in the appropriate depth-of-knowledge and level of difficulty, considering the expected knowledge and skills.</p>	<p>Teacher consistently monitors student progress, collects data, and reflects on student needs.</p> <p>Teacher consistently adjusts instruction to meet student needs.</p>	<p>70-84% of students meet their individual growth target</p>	
		<p>Teacher uses a rubric-based assessment to clarify expectations, encourage students to self-monitor and increase student performance.</p>	<p>Teacher systematically monitors student progress, collects data, reflects on student needs.</p> <p>Teacher systematically adjusts instruction to meet student needs, ultimately resulting in student growth.</p>	<p>85-94% of students meet their individual growth target</p>	
			<p>Teacher systematically monitors student progress, collects data, reflects on student needs.</p> <p>Teacher systematically adjusts instruction to meet student needs, ultimately resulting in student growth.</p>	<p>95-100% of students meet their individual growth target</p>	
				<p>Total Points: /27</p>	
					<p>5 points</p>
					<p>3 points</p>
					<p>4 points</p>
					<p>5 points</p>
					<p>Max Strand Points</p>

System Scoring

Instructional Practice

Each formal observation will be scored using the Instructional Practice Rubric. Each strand will be scored at the indicator level and each indicator within the strand will be averaged for a strand score (1-5) on each of the 5 Instructional Practice strands. The 5 strand scores will be averaged together for a final formal observation score.

The two formal observations (fall observation and spring observation) will be averaged for one Instructional Practice Score that is worth 50% of the PPfT Summative Score.

Professional Growth and Responsibilities

The 5 strands will be scored at the indicator level and the indicators within the strand will be averaged for a strand score of 1-5.

The strand scores will be averaged for one Professional Growth and Responsibilities score that is worth 25% of the PPfT Summative 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 calculated for one strand of the SLO process rubric.

The SLO appraiser will score the SLO process rubric after reviewing the teacher's documentation in the SLO database.

The percentage of points earned in the SLO process rubric will be divided by 20 to put the score on the 5 point scale. That number will be multiplied by 15, as it is worth 15% of the total summative score.

School-wide Value-Added accounts for 10% of the final score. School-wide Value-Added will be calculated by SAS EVAAS and the overall reading and math scores will be compared to the scale below and averaged into a 1-5 score. This score will be multiplied by 10, as it is worth 10% of the total summative score.

5 = Significant Evidence Exceeded Expectations

4 = Moderate Evidence Exceeded Expectations

3 = Met Expectations

2 = Moderate Evidence Below Expectations

1 = Significant Evidence Below Expectations

Final Score

The PPfT system uses a final rating scale with 5 rating categories: Ineffective, Progressing, Effective, Highly Effective, and Distinguished. All components will be multiplied by the percentage numbers and added together for a final score that will fall along the final rating scale shown below. Each teacher will receive a final rating based on the total score.

**Please note, that the value is calculated at a high level of precision and rounded to two decimal places for display purposes.*

PPfT Final Rating Scale

Ineffective		Progressing		Effective		Highly Effective		Distinguished	
100	249	250	349	350	400	401	459	460	500

System Scoring

Example

Instructional Practice

All strand scores will be averaged for one instructional practice score of 1-5

		Score
Fall Formal Observation	Score Averaged to 1-5	3.43
Spring Formal Observation	Score Averaged to 1-5	3.5
	Average	3.47

Professional Growth and Responsibilities

All strand scores will be averaged for one score of 1-5

Score
3.59

Student Growth

Student Learning Objective

		Score
SLO Process Rubric	Percentage Divided by 20	4.40
22 out of 25 = 88%	88/20	

School-wide Value-Added

		Score
Based from School-wide Value-Added score received from SAS EVAAS for reading and math (Example: Reading =4 and Math = 3 for an average of 3.5)	5 = Significant Evidence Exceeded Expectations 4 = Moderate Evidence Exceeded Expectations 3 = Met Expectations 2= Moderate Evidence Below Expectations 1= Significant Evidence Below Expectations	3.5

Component	Score (1-5)	Appraisal Percentage	Weighted Points
Instructional Practice	3.47	x 50%	173.5
Professional Growth & Responsibilities	3.59	x 25%	89.8
Student Learning Objective (SLO)	4.4	x 15%	66.0
School-wide Value-Added	3.5	x 10%	35
Final Summative Score			364.3

Ineffective	Progressing	Effective	Highly Effective	Distinguished
100	249	250	349	350
		400	401	459
			460	500

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 staff with half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.
- First year teachers, teachers new to AISD, teachers on special campuses, and teachers with special assignments will use their SLO for the entire 25% of student growth since they will not have a value-added score. See [PPFT New Teacher Plan](#).
- There will be no waivers or incomplete appraisals. Teachers will be appraised under PPFT annually.

Observations and Feedback:

- Appraisers are required to share formal observation data in the HCP within 5 working days of the formal observation date.
- Advance notice of formal observations is required. An appraiser should provide an opportunity to schedule the formal observation. If the teacher does not respond or continues to cancel, then the appraiser may schedule the observation. The appraiser must provide at least 48 hours notice. If two scheduled attempts are made and documented, but the teacher is unavailable, the administrator may go in on any observable day to complete the observation.
- Teachers and administrators will schedule a recommended pre-conference before each formal observation. Pre-conferences are considered best practice for classroom observations.
- A pre-conference may be waived by the teacher, not the appraiser, if the appraiser agrees.
- Formal observations are not to begin earlier than 5 working days after completion of PPFT Online Orientation. See timeline for additional prohibited observation dates.

- Feedback comments are required for a score of 1 or 5 for formal observations scored on the Instructional Practice Rubric and for the Professional Growth and Responsibilities Rubric score. Best practice is to provide feedback for any score.
- Policy requires two separate appraisers for the fall and spring formal observations. If an appraiser conducts both observations, the second observation will be invalidated.
- The administrator assigned to do an observation is a campus principal decision. If the campus principal team is willing to consider a teacher's preference, that is up to them, but teachers cannot decide who will observe them.
- Two formal observations are provided. There is not an opportunity for a third observation. Teachers cannot request a third observation.
- Both formal observations will be conducted by a certified administrator assigned to a teacher's campus.
- The post-conference is required and must be held within 5 working days of sharing the formal observation data in the HCP.
- Formal observation scores should be finalized at the post-conference after the teacher and appraiser discuss the observation data.
- If a teacher does not agree with formal observation scores, they may have a discussion with the original appraiser during the post conference.
- The teacher may provide additional evidence, artifacts, and documentation linked to the specific lesson observation for the appraiser to review at the pre and/or post conference.
- After the post-conference if a teacher has a rebuttal or anything they wish to document regarding their formal observation or post-conference, they must do so within 5 working days of the post-conference date in the HCP.

Operational Procedures

- Informal walkthroughs are required but not scored numerically. Feedback should be provided on the district form within 2 working days.
- Informal walkthroughs may be unannounced and may occur at any time during the school year.
- Teacher will electronically acknowledge receipt of the form within 2 working days. Teachers may submit comments and questions to their administrator with the form acknowledgment.
- If the teacher does not acknowledge the walkthrough form electronically within 2 working days, the administrator may finalize the form.
- Teachers who are staffed in a less than 1.0 FTE will need a reduced number of informal walkthroughs based on their staffing assignment.

Summative:

- Summative reports will be available 15 working days before the last contract day.
- Summative conferences must be complete by **May 19, 2023**. Summative conferences may be waived by the teacher, not the appraiser, if the appraiser agrees.
- Once summative reports are made available in the HCP, appraisal activities (i.e., Formal Observations, Professional Growth and Responsibilities) cannot be re-opened.

Appeal Process:

- If a teacher wishes to challenge their Formal Observations score after meeting their appraiser and an agreement cannot be reached, notify both the Office of Employee Effectiveness via ppft@austinisd.org and the Office of Employee Relations at employeerelations@austinisd.org within five working days from the post-conference and finalization of the formal observation score.
- If a teacher wishes to challenge their Professional Growth and Responsibility score after meeting their appraiser and an agreement cannot be

reached, notify both the Office of Employee Effectiveness via ppft@austinisd.org and the Office of Employee Relations at employeerelations@austinisd.org within 5 working days from the day the Professional Growth and Responsibilities score is finalized in the HCP.

- If a written rebuttal is not submitted within the allotted 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). Please contact the Office of Employee Relations for any questions regarding employee rights under Board Policy DBGA (Local).

Incomplete Appraisals:

- Every teacher will receive an appraisal every year. Once the observation window has closed, if a teacher has an incomplete observation, the teacher will choose one of the following options in order to complete the appraisal process:
 - * The request in writing to have the observation completed within 10 working days.
 - * Opt to have an incomplete appraisal and no PPFT Compensation points can be earned from the appraisal rating.

Reopening a Closed Appraisal:

- Once the observation is finalized, the activity may only be re-opened with written approval from the teacher within 5 working days of the observation being finalized.

Operational Procedures

Late Hires:

- Teachers hired between **November 4, 2022**, and **January 10, 2023**, will only have one formal observation.
- **Teachers hired late** in the fall semester will have a PPFT Appraisal. However, the number of PPFT Informal Walkthroughs may vary. See the date ranges below to determine how many walkthroughs late hires will need. Teachers hired;
 - *on or before September 15, 2022 need 3 fall walkthroughs.*
 - *between September 16 and October 19, 2022 need 2.*
 - *between October 20 and November 28, 2022 need 1.*
 - *between November 29 and December 23, 2022 need 0.*
- Teachers hired in the second semester after **January 10, 2023**, or who receive a temporary work letter/probationary letter, will not be appraised that school year.
- A new teacher hired on or before **January 10, 2023**, may adopt an SLO from the previous teacher or create a new SLO. Please see the student growth section of this guide for more information.
- **Teachers hired late**, after **January 10, 2023**, will not have a PPFT Appraisal. However, they will still need PPFT Informal Walkthroughs for coaching and feedback support. See the date ranges below to determine how many walkthroughs late hires will need. Teachers hired;
 - *on or before February 6, 2022 need 3 spring walkthroughs.*
 - *between February 7 and March 8, 2023 need 2.*
 - *between March 9 and April 20, 2023 need 1.*
 - *after April 21, 2023 will need 0 walkthroughs.*

Leave:

- All teachers going on expected leave must contact their assigned district Coordinator in writing with leave dates.
- Those who go on unexpected leave should have their PPFT Campus Contact or campus appraisers contact their assigned district Coordinator in writing with leave dates.
- Teachers 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 returning from leave by **January 10, 2023**, will have 20 working days to submit an SLO in the database. If a teacher submitted a yearlong SLO prior to leaving, they can continue with that SLO. If a teacher returning from leave started a fall SLO, they may opt to change to a spring SLO upon returning.
- Teachers on leave during the entire fall or spring observation window will only have one formal observation for the window they were present on campus.
- Teachers on leave in the fall semester who return on or after **November 4, 2022** will not have a fall Formal Observation.
- Teachers who are out for the entire fall observation window or will be on expected leave for the entire spring observation window, may request a second formal observation within the semester formal observation window. To request this, teachers will need to submit a request within ten working days left in the observation window in writing to ppft@austinisd.org.
- If a teacher receiving a weighted average is on leave in the spring and does not have a completed spring observation, then the Instructional Practice score for the weighted average calculation will be based on the first observation score only.

Operational Procedures

- A teacher who goes on expected leave part way through the post-test window should plan to complete the SLO before going on leave.
- **Teachers on leave** in the fall semester, between **August 15** and **December 23, 2023**, will need varying numbers of PPfT Informal Walkthroughs, depending on the number of days the teacher was out in the spring semester and when they return to active duty. Teachers on leave;
 - *23 or less instructional days in the fall semester need 3 fall walkthroughs.*
 - *24-47 instructional days in the fall semester need 2 fall walkthroughs.*
 - *48-70 instructional days in the fall semester need 1 fall walkthroughs.*
 - *71 + instructional days in the fall semester need 0 fall walkthroughs.*
- **Teachers on leave** in the spring semester, between **January 11** and **April 28, 2023**, will need varying numbers of PPfT Informal Walkthroughs, depending on the number of days the teacher was out in the spring semester and when they return to active duty. Teachers on leave;
 - *20 or less instructional days in the spring semester need 3 spring walkthroughs.*
 - *21-40 instructional days in the spring semester need 2 spring walkthroughs.*
 - *41-60 instructional days in the spring semester need 1 spring walkthroughs.*
 - *61 + instructional days in the spring semester need 0 spring walkthroughs.*

Teachers who go on leave after **January 10, 2023** and are out the entire **post-test** window will have their SLO percentage replaced with a weighted average of School-wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities. 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**

This weighted average score will be put in place of the SLO score in the PPfT Appraisal.

If a teacher is on leave the entire spring semester, or during the majority of the PGR self-assessment and scoring window in the spring and;

- * **does not** have a fall formal observation score, no summative score can be calculated. The teacher will receive an incomplete appraisal.
- * **has a complete** fall formal observation, the teacher has a path to a complete appraisal, so the campus must complete the PGR component with their knowledge of the teacher's professional contributions prior to the start of their leave.
 - * The PPfT summative score and final rating will be calculated using the alternative weighting available in the PPfT policy.
 - * When the teacher returns, if they would like to request to waive the PGR component, and also the summative score, they may notify both ppft@austinisd.org and employeeerelations@austinisd.org in writing within 15 contract days of returning from leave.
 - * If the request to waive the PGR component is granted, the score will be removed and the PPfT Summative score will be incomplete.

Operational Procedures

Intervention Plan:

A teacher whose performance meets one of the following circumstances will be placed on an intervention plan:

- summative score falls in the ineffective rating category;
- averaged strand score below 2.0 on any of the 5 strands of the Instructional Practice Rubric for the formal observation; or
- averaged strand score below 2.0 on any of the 5 strands of the Professional Growth and Responsibilities Rubric.

The Intervention Plan must address:

- * The strands/indicators 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

PPfT Appraisals and Compensation:

- PPfT Appraisal is one element of the PPfT Compensation System. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.
- PPfT Compensation is base-building. It adds permanent pay increases to a teacher's base salary. Teachers will still be eligible to earn all district approved stipends and raises. PPfT Compensation builds the base salary through a point system. Teachers will earn professional points each year. PPfT Compensation points are cumulative and determine the amount of additional base salary increase.

Operational Procedures

Training for Teachers:

- Texas law requires every teacher to complete an orientation course focused on how they will be evaluated prior to or at the beginning of the school year before the appraisal process begins.
- All teachers are required to complete the PPFT Appraisal Online Orientation every school year before beginning the appraisal process.
- The PPFT Appraisal Online Orientation will be available by **June 13, 2022**, and should be completed by **September 2, 2022**.
- The PPFT Online Orientation must be completed by the fall formal observation window opening.
- Formal observations may begin **September 13, 2022**. Observations cannot begin sooner.
- Teachers hired late must complete both the PPFT Appraisal Online Orientation and Individual Learning Plan 20 working days from hire date.
- Formal observations for late hires are not to begin earlier than 5 working days after completion of the Online Orientation.

Individual Learning Plan:

- Teachers must complete the **Individual Learning Plan (ILP)** in the HCP within 20 working days of the PPFT Appraisal Online Orientation being made available. This is required. Teachers will reflect on their goals at the end of the year and submit the EOY ILP reflection activity in the HCP prior to the Summative conference.

Training for Appraisers:

- All appraisers will be certified yearly. The certification process covers the system, providing supportive, formative feedback, observation data, professional growth and responsibilities scores, timelines, operational procedures, calibration activities, 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. If an appraiser fails to complete the appropriate training each year, they will need to re-take Level 1 Certification for Administrators.
- All appraisers will complete a Level 1 Certification course prior to **September 2, 2022**.
- Appraisers must have a valid Texas Administrator certification and be 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 Office of Human Capital.

School-wide Value-Added:

- Teachers new to AISD will be on a new teacher plan and not have a School-wide Value-Added measure for the first year.
- Teachers on special campuses or in special assignments will not have a School-wide Value-Added measure. Please see the PPFT plans in Appendix A.
- Teachers who move campuses will carry their previous campuses School-wide Value-Added score for the first year on the new campus.

SLO Process:

- Teachers will have the option to choose either the largest course, or section within the course, by student enrollment. Teachers may also choose to select a course or section that is highest need rather than their largest enrolled course/section group.
- Teachers who serve multiple campuses may opt to do their SLO at a non-home campus if it is more appropriate for the students.
- Modified growth targets are available for teachers with special student population rosters based on IEP/504 goals, if using grade level assessments.

Operational Procedures

- Any fidelity concerns should be brought to the appraiser/principal's attention and to the assigned Employee Effectiveness Coordinator.
- In the case of scoring irregularities, student scores must be verifiable by the actual student testing documents. These documents must be kept for one full school year for auditing purposes.
- Teachers who do not submit an SLO for validation or verification by the due date will receive a score of 0% for the SLO component of their PPFT Appraisal.
- All teachers with "Draft," "Assessment Approved," or "No Activity" status will receive an automated reminder from the SLO database at least three days prior to the validation submission deadline.

SLO Deadlines:

- All SLO testing for fall, spring, and yearlong SLOs must be administered and submitted within the testing window.
- Testing outside of the allotted testing window will result in invalidating the SLO and receiving a score of 0% for the SLO component of the teacher's PPFT Appraisal.
- Appraisers must send revision requests back to teachers or validate SLOs by the revision request deadline.
- Teachers have 10 working days to complete and submit appraiser requested revisions. Failure to submit revision requests by this date may result in receiving zero points for the SLO portion of the appraisal.
- Students who post-test and then withdraw after the post-test administration window, will be included in the teacher's final SLO percentage.
- All yearlong and spring SLOs must be verified by **April 21, 2023**. All fall semester SLOs must be verified by **December 9, 2022**. If the appraiser does not respond, then a different appraiser or the office of Employee Effectiveness will verify the SLO as is.
- Teachers hired on or before **September 26, 2022**, must submit an SLO by **October 21, 2022**. Under special circumstances, appraisers may grant an extension of no more than 10 working days.
- Teachers hired after **September 26, 2022**, have 20 working days from their hire date to submit an SLO.
- An automated notification will be sent out the day after the submission deadline to those who did not complete submission of a Student Learning Objective (SLO) to instruct teachers to contact their appraiser regarding extensions or to contact their assigned district Coordinator with a technology issue. In accordance with the state requirements for educator appraisals to include a student growth component, teachers are expected to submit components for an SLO (yearlong or semester) by the deadline to have a complete appraisal. Partial or incomplete submissions will be reviewed by the Office of Human Capital to determine if the teacher will receive a score of 0% for the SLO component of their PPFT Appraisal. Individuals who do not submit SLO components and are not on approved extended leave or another extenuating circumstance, will have an incomplete appraisal and will be ineligible to earn PPFT Compensation points based off of their appraisal rating.
- All teachers in "Pre-Test Validated" status will receive an automated reminder from the SLO database prior to the verification submission deadline.
- If creating their own SLO assessment, teachers must have their created assessment submitted for appraiser approval by the due date indicated on the SLO timeline.

Operational Procedures

SLO Course Changes or Reassignments:

- If a teacher with a fall semester SLO is re-assigned after **September 16, 2022**, 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 fall semester SLO revision request requires administering an alternate assessment, teachers must create a spring semester SLO instead. The fall semester SLO will be invalid.
- If a teacher's student roster or assignment on a yearlong SLO changes, then the teacher must request a revision to their own SLO between **October 21, 2022** and **January 10, 2023** by contacting their assigned district Coordinator, in writing, as soon as the change occurs. Failure to submit a revised SLO when required will result in receiving zero points for the SLO component.
- If a teacher is re-assigned or their SLO student roster group dissolves after the new hire cutoff date, they are no longer required to complete the SLO process. In this scenario, the SLO score will be replaced by the weighted average of School-wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities. Teachers must contact their district Coordinator in writing.
- Teachers who are reassigned or leave the campus indefinitely, must leave student testing documents on campus.
- If a teacher is taking over an SLO from a previous teacher, they may only do so if they have student testing artifacts/ rubrics in their possession.
- Automated notifications will be sent out after the yearlong pre-test window closes and prior to the new hire cutoff date reminding teachers that they must notify their assigned district Coordinator of any and all assignment changes that affect the SLO testing group. Failure to submit a revised SLO when required will result in receiving zero points for the SLO.

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 will receive a [weighted average](#) in place of the SLO score. Please contact your assigned district Coordinator with questions or concerns.
- All SLOs are required to be completed with students assigned to the teacher, i.e. course/section rosters.
- For teachers without courses/students assigned to them officially, there are other options to create an SLO group. In the past, mirroring was an option for teachers without assigned rosters. **Mirroring is not an option.** The SLO rubric focuses on the entire process and will be unique from teacher to teacher. Teachers will need to complete their own needs assessment, assessment selection, and progress monitoring in order to be scored on the SLO Process Rubric. Teachers will create an SLO group with students they instruct.
- Because the SLO rubric focuses on the entire process and will be unique from teacher to teacher, teachers will need to complete their own SLO with a group of students they instruct. Mirroring, or the exact copying of another teacher's SLO is not allowed. In a mirror, a teacher would have to use all the students from the other teacher's course, regardless of whether they support them or not, and all students had to use the 1/2 growth target when using the GenEd teacher's roster. However, for inclusion teachers, where the students are not assigned to the SpEd teacher's roster, we have an option that will most likely be more appropriate for both the teacher and the students. Teachers can choose the inclusion class they support the most students in, talk to the GenEd teacher, and determine what SLO will be given and why. Then we can help create an SLO roster of just the SpEd students the teacher supports and take those students off the co-teachers SLO roster. Both teachers can give the same assessment and progress monitor the same standards but have two separate student groups. This will allow the SpEd teacher to use the approved 1/3 growth target for the SpEd student group and focus on the students they support.

Timeline



PPFT Appraisal Timeline Austin ISD School Calendar Year 2022-2023

PPFT Appraisal Requirements	Important Dates
<p>PPFT Appraisal Online Orientation & Individual Learning Plan</p> <ul style="list-style-type: none"> Teachers must complete online training by September 2, 2022 Completion of the Online Orientation should occur in the first 20 working days of the of school year Formal Observations may not begin earlier than 5 working days after teacher completes Online Orientation Individual Learning Plan must be completed in the HCP within 20 working days of Online Orientation availability 	<p>September 2, 2022 – PPFT Online Orientation due</p> <p>September 2, 2022 – Individual Learning Plan due</p>
<p>Informal Walkthroughs</p> <ul style="list-style-type: none"> Feedback is required after all informal walkthroughs The electronic walkthrough form must be shared within 2 working days A minimum of 6 informal walkthroughs are required (3 in fall, 3 in spring) There is no minimum or maximum amount of time required for informal walkthroughs 	<p>Fall: August 15 – December 21, 2022</p> <p>Spring: January 11 – May 12, 2023</p>
<p>Formal Observations</p> <ul style="list-style-type: none"> Observations begin September 13, 2022 (formal observations cannot begin sooner) Two formal observations are required (one in fall, one in spring) Each observation must be conducted by a different appraiser 48 hours advance notice is required for formal observations Formal observation data must be shared in the HCP within 5 working days A pre-conference may be waived by Teacher, NOT APPRAISER, if the appraiser agrees A post-conference is required for each formal observation within 5 working days from when the formal observation data is shared in the HCP Teachers have 5 working days after the post-conference to enter a rebuttal in the HCP 	<p>Fall: September 13 – December 14, 2022</p> <p>Spring: January 11 – April 21, 2023</p> <p>September 13, 2022 – Formal Observations begin</p> <p>April 21, 2023 – Formal Observations end</p>
<p>Professional Growth & Responsibilities</p> <ul style="list-style-type: none"> Teachers will self-assess and provide relevant evidence and artifacts Appraisers will use the scoring rubric to assess teachers in five strands Campuses will clearly communicate scoring expectations in advance 	<p>March 20, 2023 – Teacher self-assessment must be complete</p> <p>April 6, 2023 – Share with teachers</p> <p>April 14, 2023 – Must be finalized in the HCP</p>
<p>Student Learning Objectives (SLOs)</p> <ul style="list-style-type: none"> All teachers are required to submit one SLO per year Created assessments must be approved by appraiser SLO must be validated by appraiser All pre- and post-assessments must be administered in the testing windows After the student growth results are verified, appraisers will score the SLO Process Rubric in the HCP <p><i>* New Student enrollment cut-off date is October 14, 2022</i></p> <p><i>Please see SLO Timelines for additional details. All testing must occur in the appropriate testing windows.</i></p>	<p>August 22 – October 21, 2022 Yearlong Pre-Assessment Window</p> <p>October 21 – Complete and submit yearlong SLO for validation in SLO database</p> <p>November 11 – Appraiser validates yearlong SLO</p> <p>December 2 – SLO revision requests from appraisers must be completed and resubmitted</p> <p>March 6 - April 21 – Yearlong Post-Assessment Window</p> <p>April 21 – Complete final yearlong SLO submission</p> <p>April 28 – Appraisers verify SLO scores in the SLO database and score and share the SLO process rubric in HCP</p> <p>May 5 – Appraisers will finalize the SLO process rubric in the HCP</p>
<p>Additional and Summative Information</p> <ul style="list-style-type: none"> Teachers will complete the EOY Individual Learning Plan reflection prior to Summative Conferences Summative Conference may be waived by Teacher, NOT APPRAISER, if the appraiser agrees Summative Report will be available in the HCP by May 8, 2023 All Summative Conferences Completed by May 19, 2023 Teachers must sign off on the report in the HCP by May 26, 2023 Appraisers must sign off on the Summative Report in the HCP by May 26, 2023 Teachers hired on or after November 3, 2022 will not have a fall observation Teachers hired after January 10, 2023 will not have an appraisal 	<p>April 28, 2023 – EOY ILP Complete</p> <p>May 8, 2023 – Summative Report available</p> <p>May 19, 2023 – Summative Conferences complete</p> <p>May 26, 2023 – Summative Report Signed</p>

Prohibited Observation Dates



PPFT Appraisal Timeline Austin ISD School Calendar Year 2022-2023

Prohibited Formal Observation Dates

*Formal Observations (45-minute minimum) **may not be conducted** on the following dates.

* Informal Walkthroughs may occur at any time during a school year.

1. Any date outside of the appraisal timeline.

2. The instructional day before or after an official school holiday, or District of Innovation (DoI) Day, or the day immediately after Thanksgiving, Winter Holiday, and Spring Break:

- October 13, 2022, day before student holiday
- October 17, 2022, day after student holiday
- November 18, 2022, day before Thanksgiving break
- November 28, 2022, day after Thanksgiving break
- December 21, 2022, day before student holiday and Winter Break
- January 10, 2023, day after student holiday and Winter Break
- January 13, 2023, day before Martin Luther King Day
- January 17, 2023, day after Martin Luther King Day
- February 17, 2023, day before February 20 staff/student holiday
- February 21, 2023, day after February 20 staff/student holiday
- March 10, 2023, day before Spring Break
- March 20, 2023, day after Spring Break
- March 30, 2023, day before staff/student holiday
- April 3, 2023 day after staff/student holiday
- April 6, 2023, day before staff/student holiday
- April 10, 2023, day after staff/student holiday

3. Days when campuses are taking standardized tests. *(Please check the AISD Testing Calendar for these dates.)*

4. Days when students are taking end-of-semester exams. *(Please check the AISD Testing Calendar for these dates.)*

Note: Individual campuses may have identified additional professional learning days through District of Innovation. Please check the appropriate AISD calendar for campus specific dates.

****This calendar is subject to change to reflect any changes to the AISD calendar.***

Appendix A

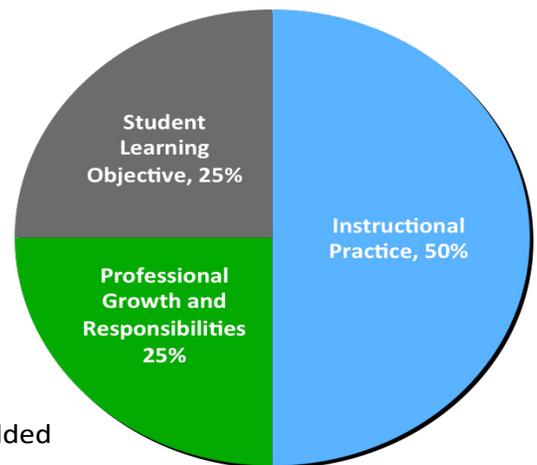
PPfT Appraisal Plans

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.

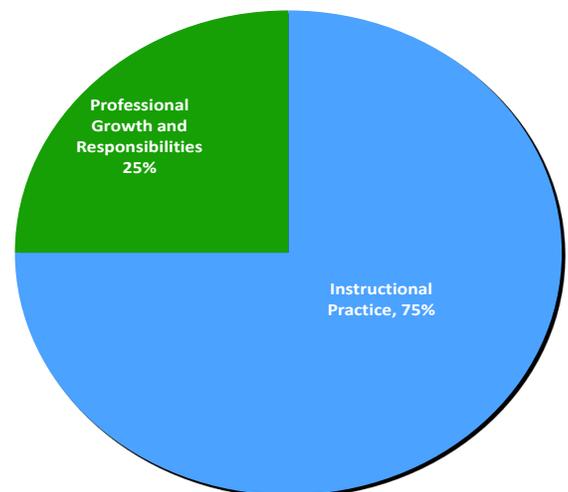
- Clifton
- Rosedale
- Navarro Graduation Path
- Travis Graduation Path
- International
- Uphaus
- Instrumental Music
- Special Education AH/VH
- New teachers
- Teachers new to AISD
- Staff who moved from a location that does not have value-added



PPfT Late Contract Plan:

The PPfT Appraisal-Late Contract is for teachers with special assignments and teachers who cannot receive a student growth score.

- Garza Independence
- Physical Education
- Alternative Learning Center
- Homebound
- School Family and Community Ed
- Elementary DAEP
- DCMC Education Center
- Leadership Academy
- Learning Support Services
- Phoenix House
- Travis County Day School
- Travis County Detention Center
- Elementary JJAEP
- Austin State Hospital



Appendix B

Individual Learning Plan Questions

Teacher Name: _____

Individual Learning Plan

1. Using the strands from the [Instructional Practice](#) rubric, identify two areas of strength and explain why you feel confident in those areas.
2. Using the strands from the [Instructional Practice](#) rubric, identify two 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?

Individual Learning Plan EOY Reflection

Review your areas of strengths, areas of growth and professional goals you set at the beginning of the year. Reflect on how the year went.

Appendix C

Instructional Practice Rubrics

Instructional Practice Strand 1: Practice and Interactions						
Instructional Practice Strand 1: Practice and Interactions		1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
1.1 Lesson Progression and Pacing	Teacher rarely/never facilitates the progression of the lesson to support student understanding of the identified objective(s).	Teacher occasionally facilitates the progression of the lesson to support student understanding of the identified objective(s).	Teacher moves the lesson at a pace that supports student understanding of the identified objective(s) in a limited capacity.	Teacher frequently facilitates the progression of the lesson to support student understanding of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the objective(s) and beyond.
1.2 Differentiation	Teacher rarely/never provides differentiated instruction to meet the unique socio-cultural needs of all students.	Teacher occasionally provides differentiated instruction, but teacher methods and techniques do not meet the unique needs of all students. Ensures most students have access to the lesson.	Teacher frequently provides differentiated instruction to ensure all students have equitable access to the lesson at the appropriate level of rigor .	Teacher frequently addresses individual student needs.	Teacher consistently addresses individual student needs.	Teacher systematically addresses individual student needs.
1.3 Student Engagement	Teacher takes few/no opportunities to solicit or incorporate multiple viewpoints and responses.	Teacher solicits or incorporates several viewpoints and responses.	Teacher solicits and incorporates a variety of viewpoints and responses.	Teacher consistently solicits and incorporates a variety of viewpoints and responses.	Teacher consistently solicits and incorporates a variety of viewpoints and responses.	Teacher creates structures in order to systematically solicit and incorporate a variety of diverse viewpoints and resources.
1.4 Student-Centered Learning	Teacher leads with few/no opportunities for students to apply their learning.	Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning.	Learning is predominantly student-centered. Direct instruction is provided when appropriate.
	Students are periodically engaged in guided or independent instruction.	Students are actively engaged in guided or independent instruction.	Students are actively engaged in guided or independent instruction.	Students are actively engaged in guided or independent instruction.	Students are actively engaged in guided or independent instruction.	Students are actively engaged in guided or independent instruction.
	Some students are responsive to questions and participate in discussions when prompted .	Students are responsive to and participate in discussions/activities with teacher support .	Students are responsive to and participate in discussions/activities with teacher support .	Students are responsive to and participate in questions, discussions, and/or activities with minimal teacher guidance .	Students are responsive to and participate in questions, discussions, and/or activities authentically through student-led dialogue .	Students are responsive to and participate in questions, discussions, and/or activities authentically through student-led dialogue .
	Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning	Teacher provides problem-solving opportunities that are relevant, meaningful, and aligned to objective(s).	Teacher provides problem-solving opportunities that are relevant, meaningful, and aligned to objective(s).	Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s), with minimal teacher support .	Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s).	Teacher creates structures to engage students in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s).
	Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher guides students to take an active role during the lesson to develop conceptual understanding.	Teacher guides students to take an active role during the lesson to develop conceptual understanding.	Teacher creates structures for students to take an active role during the lesson to develop conceptual understanding.

Appendix C

Instructional Practice Rubrics

Instructional Practice Strand 2: Standards and Alignment

Instructional Practice Strand 2: Standards and Alignment						
	1. Support Needed	2. Developing	3. Meets Expectations	4. Exceeds Expectations	5. Mastery	
2.1 Academic Expectations	Teacher rarely/never communicates high expectations for academic achievement for all students. Teacher rarely/never uses relevant and aligned tasks with real-world applications.	Teacher communicates high expectations for academic achievement for all students. Teacher occasionally uses relevant and aligned tasks with real-world applications.	Teacher communicates high expectations for academic achievement for all students. Teacher frequently uses relevant and aligned tasks with real-world applications.	Teacher communicates high expectations for academic achievement for all students. Teacher consistently uses relevant and aligned tasks with real-world applications. Teacher provides student choice in activities that focus students toward mastery of relevant standards.	Teacher communicates high expectations for academic achievement for all students. Teacher systematically uses a variety of relevant and aligned tasks with real-world applications. Teacher creates systems to ensure students know their levels and make choices in activities that focus students toward mastery of relevant standards and beyond .	
2.2 Lesson Objectives	Teacher does not communicate the lesson objectives. Teacher rarely/never provides relevant and aligned, targeted intervention, content delivery, and extension.	Teacher communicates the lesson objectives. Teacher occasionally why the lesson objectives are important and makes connections to the real world.	Objectives and success criteria are posted. Teacher explicitly communicates objectives throughout the lesson. Teacher explains what students are learning, why it is important, and guides students to make connections to prior knowledge, real-world experiences, and/or their own lives.	Objectives and success criteria are posted. Teacher explicitly communicates objectives throughout the lesson. Teacher supports students to be able to clearly explain , in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.	Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted. Students can clearly explain , in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.	
2.3 Intervention & Extension	Teacher rarely/never provides relevant and aligned, targeted intervention, content delivery, and extension. Teacher rarely/never provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives.	Teacher occasionally provides relevant and aligned, targeted intervention, content delivery, and extension. Teacher occasionally provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives.	Teacher frequently provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed . Teacher frequently provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives.	Teacher consistently provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed. Teacher supports students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding .	Teacher systematically provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed. Students initiate and engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding.	
2.4 Content-Specific Language	Teacher uses inaccurate language and tools to convey critical information.	Teacher occasionally uses accurate language and tools to convey critical information.	Teacher frequently uses accurate, content-specific language and tools to convey critical information.	Teacher consistently uses accurate, content-specific language and tools to convey critical information at a high level of rigor .	Teacher systematically and effectively uses accurate, content-specific language and tools to convey critical information at a high level of rigor.	
2.5 Anchors of Support and Student Work	Teacher rarely/never incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. Student work and exemplars are not aligned to current objectives.	Teacher occasionally incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. Teacher directs students to use teacher-created supports. Student work and exemplars are mostly aligned to current objectives.	Teacher frequently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. There is evidence of class collaboration in the creation of anchors of support and teacher directs student use of supports. Student work and exemplars are clearly aligned to current objectives.	Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. There is evidence of class collaboration in the creation of anchors of support and students engage with supports with teacher guidance . Student work and exemplars are clearly aligned to current objectives.	Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. There is clear evidence of class collaboration in the creation of anchors of support and students independently engage with supports. Student work and exemplars are clearly aligned to current objectives and integrate and build on/reinforce prior or future learning.	

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Instructional Practice Rubrics

Instructional Practice Strand 3: Assessment and Feedback						
	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery	
3.1 Checks for Understanding and Adjustment	Teacher rarely/never checks for understanding through questioning, assessment, or academic feedback. Teacher rarely/never collects, analyzes, and reflects on student input to monitor and adjust instruction.	Teacher occasionally checks for understanding through questioning, assessment, or academic feedback. Teacher occasionally collects, analyzes, and reflects on student input to monitor and adjust instruction.	Teacher frequently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback. Teacher frequently collects, analyzes, and reflects on student input to monitor and adjust instruction. Teacher provides developmentally appropriate opportunities to engage in self assessment, goal setting, and progress monitoring.	Teacher consistently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback. Teacher consistently collects, analyzes, and reflects on student input to monitor and adjust instruction to effectively respond to unique student needs. Teacher guides students to understand and apply their knowledge and skills to engage in self assessment, goal setting, and progress monitoring.	Teacher systematically uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback. Teacher systematically collects, analyzes, and reflects on student input to monitor and adjust instruction to effectively respond to unique student needs that ultimately increase academic growth. Students apply their knowledge and skills to engage in self assessment, goal setting, and progress monitoring.	
3.2 Questioning	Teacher rarely/never asks questions that support or align to the objectives of the lesson. Teacher rarely/never uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply, and communicate.	Teacher occasionally asks, and students answer questions, that support understanding of the learning objective(s) and reteaches content when necessary. Teacher occasionally uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply, and communicate.	Teacher frequently asks, and students answer questions, that support a deeper understanding of the learning objective(s) and reteaches content when necessary. Teacher frequently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply, and communicate. Teacher consistently provides problem-solving opportunities that are relevant and aligned to the learning objective(s).	Teacher asks, and students answer questions, at the creative, evaluative, and/or analysis levels that support mastery of, and broader connections to the learning objective(s) and reteaches content when necessary. Teacher consistently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply, and communicate. Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), and meaningful to students.	Teacher consistently plans for, asks, and students answer questions at the creative, evaluative and/or analysis levels that support mastery of, and broader connections to, the learning objective(s) and reteaches content when necessary. Teacher systematically uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), and meaningful to students.	
3.3 Feedback	Teacher rarely/never provides relevant and timely feedback.	Teacher occasionally provides relevant and timely feedback.	Teacher frequently provides relevant and timely feedback. Feedback affirms, clarifies, and advances understanding of the learning objective(s).	Teacher consistently provides relevant and timely feedback. Feedback affirms, clarifies, and advances understanding/ mastery of the learning objective(s).	Teacher systematically provides relevant and timely feedback that affirms, clarifies, and advances understanding/ mastery of the learning objective(s).	

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Instructional Practice Rubrics

Instructional Practice Strand 4: Routines and Procedures						
		1-Support Needed	2-Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
4.1 Established Expectations	Teacher rarely/never provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher frequently provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher supports/reminds students to apply established behavior expectations and/or behaviors independently.	Teacher provides minimal support for students to be able to apply established behavior expectations and/or behaviors independently.	Teacher creates self-directed, in a developmentally appropriate way, and apply established behavior expectations and/or behaviors.	
4.2 Shared Responsibility	Teacher rarely/never provides opportunities for students to share the responsibilities.	Teacher occasionally provides opportunities for students to share responsibilities.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher and students share responsibility for the maintenance of classroom expectations and an inclusive environment with minimal teacher support.	Students demonstrate a sense of ownership for the management of classroom expectations and maintaining an inclusive environment.	
4.3 Monitoring Behavior	Behavior consequences are inconsistent, inequitable, and/or do not align to the district standards/expectations. Teacher rarely/never monitors behavior.	Behavior consequences are consistent, equitable, and align to the district standards/expectations. Teacher occasionally monitors behavior.	Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher frequently uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful with little disruption to the lesson momentum.	Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher consistently uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful without disrupting the lesson momentum.	Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher systematically uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, respectful, proactive, and preventive without disrupting the lesson momentum.	
4.4 Acknowledgements	Teacher rarely/never reinforces positive behaviors in a way that meets district standards/expectations. Teacher rarely/never provides students process-centered feedback for their accomplishments and efforts.	Teacher occasionally reinforces positive behaviors in a way that meets district standards/expectations. Teacher occasionally provides students process-centered feedback for their accomplishments and efforts.	Teacher frequently provides process-centered feedback to all students for their accomplishments and efforts. Teacher provides opportunities for students to self-reflect and acknowledge each other's accomplishments and efforts.	Teacher consistently provides process-centered feedback to all students for their accomplishments and efforts. Teacher support needed is minimal for students to self-reflect and acknowledge each other's accomplishments and efforts.	Teacher and/or students are able to consistently provide process-centered feedback to students/peers for their accomplishments and efforts at a developmentally appropriate level. Teacher creates systems to ensure students independently self-reflect and acknowledge each other's accomplishments and efforts.	
4.5 Physical Environment	Teacher does not create a safe and/or accessible physical environment that allows for transitions between learning activities.	Teacher creates a safe and accessible physical environment that allows for transitions between learning activities.	Teacher creates a safe and accessible physical environment that allows for transitions with minimal disruption between learning activities.	Teacher directs students to transition in an orderly, efficient manner to maximize instructional time.	Teacher creates systems to ensure students independently transition in an orderly, efficient, and seamless manner to maximize instructional time.	

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Instructional Practice Rubrics

Instructional Practice Strand 5: Classroom Climate and Culture					
	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations	5-Mastery
5.1 Identity Safe Classrooms	Teacher rarely/never communicates and promotes an identity-safe classroom where all students are celebrated.	Teacher occasionally communicates and promotes an identity-safe classroom where all students are celebrated.	Teacher frequently communicates and promotes an identity-safe classroom where all students are celebrated.	Teacher consistently promotes an identity-safe classroom where all students are celebrated.	Teacher systematically promotes an identity-safe classroom where all students are celebrated.
5.2 Diverse Learning Opportunities	Teacher rarely/never incorporates relevant, meaningful learning opportunities to create a positive classroom climate and culture.	Teacher occasionally incorporates relevant, meaningful learning opportunities to create a positive classroom climate and culture.	Teacher frequently incorporates relevant, meaningful learning opportunities based on students' interests and abilities to create a positive classroom climate and culture.	Teacher consistently incorporates relevant, meaningful learning opportunities based on students' interests and abilities to create a positive classroom climate and culture.	Teacher systematically incorporates relevant, meaningful learning opportunities based on students' interests and abilities to create a positive classroom climate and culture.
5.3 Student Contributions	Teacher does not create a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued.	Teacher incorporates students' unique needs into learning opportunities including culturally relevant/responsive practices and aligns methods and techniques to unique socio-cultural student needs.	Teacher provides opportunities for students to contribute their opinions/ideas and value the contributions of their peers.	Teacher and students systematically incorporate students' cultural, linguistic, social emotional, and developmental diversity into learning opportunities.
5.4 Collaboration and Communication	Teacher does not encourage students to communicate effectively with the teacher and their peers.	Teacher encourages students to communicate effectively with the teacher and their peers.	Teacher establishes classroom practices that encourage students to communicate effectively with the teacher and their peers.	Students are able to communicate with minimal teacher support .	Students independently communicate effectively with the teacher and their peers, in a developmentally appropriate way.
5.5 Growth Mindset	Teacher does not create an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks to cultivate a growth mindset in students.	Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks to cultivate a growth mindset in students.	Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks to cultivate a growth mindset in students.	Teacher creates structures and guides students to feel safe to take risks and challenge themselves and each other.	Teacher creates structures that lead students to feel safe and independently take risks and challenge themselves and each other.

Appendix C

Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 1: Growth and Reflection					
	1.1	1.2	1.3	1.4	
	Self-Reflection and Goal Setting	Professional Learning	Cultural Competence	Application	
1-Support Needed	Teacher does not self-reflect, or does not use self-reflection to determine individual strengths and weaknesses and does not establish professional goals.	Teacher does not participate in required professional learning opportunities.	Teacher does not publicly model a personal belief system that is student-centered and grounded in equity and access.	Teacher rarely/never implements new strategies based on feedback, self-reflection, and professional learning to increase student growth.	
2-Developing	Teacher self-reflects to determine individual strengths and weaknesses and establishes professional goals.	Teacher participates in required professional learning opportunities.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access.	Teacher occasionally implements new strategies based on feedback, self-reflection, and professional learning to increase student growth.	
3- Meets Expectations	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes professional goals based on self-reflection and feedback .	Teacher participates in required and on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching).	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher participates and actively engages in opportunities to continuously improve cultural competence.	Teacher frequently implements new strategies based on feedback, self-reflection, and professional learning to increase student growth.	
4- Exceeds Expectations	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback.	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher chooses professional learning opportunities to enhance the professional community at the campus or district level.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher actively seeks and engages in opportunities to continuously improve cultural competence to differentiate their instructional and communication style based on the unique socio-cultural need of individual students .	Teacher consistently implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.	
5-Mastery	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback. Teacher purposefully seeks professional learning opportunities to meet short- and long-term goals.	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher chooses professional learning directly linked to campus, district, or students needs with specific attention to the student populations served to enhance the professional community at the campus or district level.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher actively seeks and engages in opportunities to continuously improve cultural competence to differentiate their instructional and communication style based on the unique socio-cultural need of individual students. Teacher consistently implements new learning with staff, students, and parents/families/caregivers.	Teacher systematically implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.	

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Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 2: Collaboration and Contributions					
	2.1 Collaboration	2.2 Professional Feedback	2.3 Student Success	2.4 Collaboration for Equitable Expectations	
1- Support Needed	Teacher rarely/never participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher rarely/never accepts feedback from peers and supervisors to develop and sustain professional relationships and improve instructional practice.	Teacher rarely/never promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher rarely/never elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher does not create equitable classroom behavior agreements for all students.
2- Developing	Teacher occasionally participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher occasionally accepts feedback from peers and supervisors to develop and sustain professional relationships and improve instructional practice.	Teacher occasionally promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher occasionally elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher creates equitable classroom behavior agreements for all students.
3- Meets Expectations	Teacher frequently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning.	Teacher frequently accepts feedback from peers and supervisors to develop and sustain professional relationships and improve instructional practice.	Teacher frequently promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher frequently elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher creates, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.
4- Exceeds Expectations	Teacher takes a leadership role in collaborating and promoting activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher actively seeks and consistently accepts feedback from peers and supervisors to improve instructional practice, develop and sustain professional relationships, and contribute toward the mission, vision, and goals of the school.	Teacher consistently promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher consistently elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher elicits student input to create, adopt, and maintain equitable classroom behavior agreements that foster a sense of belonging for all students.
5- Mastery	Teacher leads colleagues collaboratively at the campus, district, state, or national level to identify professional learning needs .	Teacher actively seeks and consistently accepts ongoing feedback from peers and supervisors to improve instructional practice, develop and sustain professional relationships and promote, develop, and maintain the mission, vision, and goals of the school.	Teacher consistently promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher co-constructs routines and structures with students that promote equitable access to learning for all students.	Teacher co-constructs, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.

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Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 3: Planning and Resources					
	Professional Growth and Responsibilities Strand 3: Planning and Resources				
	1-Support Needed	2-Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
3.1 Data Collection	Teacher rarely/never collects, reviews, and acts on data and differentiates to meet the needs of all students.	Teacher collects and reviews provided student data and differentiates to meet the needs of all students.	Teacher seeks and obtains disaggregated student data from classroom activities and differentiates to meet the needs of all students.	Teacher seeks and obtains several disaggregated student data sources, including students themselves and other data, beyond classroom activities and differentiates to meet the needs of all students.	Teacher actively seeks and obtains a variety of disaggregated student data sources including students themselves, parents/families/caregivers, and colleagues and differentiates to meet the needs of all students.
3.2 Lesson Design	Teacher rarely/never designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher occasionally designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher frequently designs lessons that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher consistently designs lessons and interventions that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher consistently designs lessons, interventions, enrichments and extensions that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.
3.3 Individualized Learning	Teacher rarely/never plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher rarely/never plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.	Teacher occasionally plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher occasionally plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.	Teacher frequently plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher frequently plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and provides opportunities for students to monitor progress over time.	Teacher consistently plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher consistently plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.	Teacher systematically plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher systematically plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.
3.4 Blended Learning	Teacher rarely/never plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher rarely/never integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher occasionally plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher occasionally integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher frequently plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher frequently integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher frequently provides opportunities for students to appropriately engage with the technology to support and extend their learning.	Teacher consistently plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and meaningfully integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher guides students to appropriately engage with the technology to support and extend their learning.	Teacher systematically plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and seamlessly integrates meaningful technology/digital resources to supplement and enhance mastery of lesson content. Teacher creates structures to ensure students are independently engaged with the technology to support and extend their learning.
3.5 Diverse Resources	Teacher rarely/never incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher occasionally incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher frequently incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher provides opportunities for students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher consistently incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher guides students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher systematically incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher creates systems to ensure students independently engage with diverse materials to deepen understanding of broader unit/course objectives.
3.6 State and Local Standards	Teacher does not establish standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher establishes standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards. Teacher effectively implements lessons that move students toward grade-level and/or developmental levels of mastery, and are appropriate for diverse learning needs.	Teacher effectively implements lessons that have cross-curricular connections to key concepts and move students toward grade-level and/or developmental levels of mastery and are appropriate for diverse learning needs.	Teacher effectively implements lessons that integrate and reinforce cross-curricular standards, move students toward grade-level and/or developmental levels of mastery, and are appropriate for diverse learning needs.

Appendix C

Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 4: Communication and Relationships					
	4.1 Relationships	4.2 Communication Methods	4.3 Inclusive Environment		
1-Support Needed	Teacher does not maintain positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher rarely/never communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth through various methods.	Teacher does not establish and/or maintain a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.		
2- Developing	Teacher maintains positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher occasionally communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth through various methods.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.		
3- Meets Expectations	Teacher establishes and maintains positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher frequently communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth through various methods.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.		
4- Exceeds Expectations	Teacher consistently creates and encourages opportunities for family involvement in classroom and school-wide activities.	Teacher consistently communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth through various methods.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.	Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values.	Teacher provides opportunities for students and parents/families/caregivers to provide feedback and perspective for classroom incorporation, adjustments, and improvements.
5- Mastery	Teacher systematically creates and encourages opportunities for family involvement in classroom, school-wide, and/or district activities.	Teacher systematically communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth through various methods.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.	Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values.	Teacher establishes a system for students and parents/families/caregivers to provide continuous feedback and perspective for classroom incorporation, adjustments, and improvements.

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Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 5: Professional Standards					
	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations	5-Mastery
5.1 Legal Standards	Teacher does not comply with all state and federal laws and district policies and procedures.				Teacher complies with all state and federal laws and district policies and procedures.
5.2 Attendance	Teacher rarely/never arrives on time and is not present and accessible during campus hours. Teacher rarely/never prepare lesson plans when absent.	Teacher occasionally arrives on time and is not present and accessible during campus hours. Teacher prepares lesson plans when absent.	Teacher frequently arrives on time and is present and accessible during campus hours. Teacher prepares clear, standards-driven lesson plans when absent so student learning continues with minimal disruption .	Teacher consistently arrives on time and is present and accessible during campus hours. Teacher prepares clear, standards-driven lesson plans when absent so student learning continues without disruption .	Teacher arrives on time and is present and accessible during campus hours, with few or no exceptions . Teacher prepares clear, standards-driven lesson plans, interventions, and extensions when absent so student learning continues without disruption.
5.3 Professional Standards	Teacher rarely/never exhibits professional standards of behavior, and actions across the campus and district.	Teacher occasionally exhibits professional standards of behavior, and actions across the campus and district.	Teacher frequently exhibits professional standards of behavior, and actions across the campus and district.	Teacher consistently exhibits professional standards of behavior, and actions across the campus and district.	Teacher exhibits professional standards of behavior, and actions across the campus and district without exception .
5.4 Norms and Values	Teacher is rarely/never respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is occasionally respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is frequently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.
5.5 Content Knowledge	Teacher conveys limited or inaccurate content knowledge.	Teacher conveys accurate content knowledge.	Teacher demonstrates strong content knowledge in multiple contexts .	Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct.	Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct.
5.6 Student Records	Teacher rarely/never maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher rarely/never communicates progress with students and parents/families/caregivers.	Teacher occasionally maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher occasionally communicates progress with students and parents/families/caregivers.	Teacher frequently maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher frequently communicates progress with students, parents/families/caregivers, and colleagues.	Teacher consistently maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher consistently and proactively communicates progress with students, parents/families/caregivers, and colleagues.	Teacher systematically and proactively communicates progress with students, parents/families/caregivers, and colleagues. Teacher creates systems to ensure students engage in management of records/documentation system.

Appendix D

Informal Walkthrough Form



Teacher PPFT Informal Walkthrough

User Information

Name: Austin ISD, Teacher
Building:
Grade: None
Assigned Administrator:
Saved By: N/A
Acknowledged By: N/A
Finalized By: N/A

Title:
Department: None
Evaluation Type: Teacher-Standard
Evaluation Cycle:
Date Submitted:
Date Acknowledged:
Date Finalized :

Walkthrough Date:

Required

Recognition (Praise):

Consideration (Probe):

Action Step (Polish):

Administrators should only note what is observed in the walkthrough, there is no need to fill out each indicator.

Strand 1: Practice & Interaction

AISD PPFT Strand 1

Strand 2: Standards & Alignment

AISD PPFT Strand 2

Strand 3: Assessment & Feedback

AISD PPFT Strand 3

Strand 4: Routines & Procedures

AISD PPFT Strand 4

Strand 5: Classroom Climate & Culture

AISD PPFT Strand 5

Optional

For campus specific use if/when supporting additional priorities/goals.

Campus Specific Goals:

Evidence Observed:

Artifacts <input type="button" value="v"/>				
+ Add an Artifact <input type="button" value="i"/>				
Name	Upload Date	Upload User	File	<input type="button" value="v"/>

Feedback was provided for any indicator where a value other than NA was selected.

Yes No

Acknowledgement of this form does not denote agreement but is acceptance that the feedback was received.

Comments (2)

Appendix E

Frequently Asked Questions

Why did Austin ISD develop their own appraisal system?

The state of Texas implemented new appraisal requirements during the 2016-2017 school year that required the inclusion of student growth within teacher evaluation. AISD developed an appraisal system to meet these requirements, but also reflected district priorities and values, allowed teachers to have ownership of their own career pathways, and tied appraisal to the PPfT Compensation Framework.

What makes this system different?

The ultimate goal of the PPfT Appraisal is to promote professional growth for all teachers, encourage more frequent, timely and formative feedback and to incorporate multiple indicators of success. The PPfT 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 growth, and teacher self-reflection; and
- offer professional learning that links to evaluation results.

Who is appraised under the PPfT Appraisal system?

Teachers are appraised under the PPfT Appraisal system. A teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

Do Coaches or Instructional Specialists need to be appraised under the PPfT Appraisal system?

For the PPfT system, a teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment. If the primary assignment is teaching (designated with a "T" in the title) in the HR system, yes, employee needs to be appraised under the PPfT Appraisal system.

How do teachers benefit from this appraisal system?

This 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 content and student group;
- teachers will have ample chances to show off effective teaching; and
- teachers will have access to meaningful professional learning that aligns back to the appraisal to meet individual needs and opportunities for leadership and growth.

How often will teachers be observed?

The PPfT Appraisal requires two formal observations (45 minute minimum) by two different appraisers during the school year: one in the fall and one in the spring. Teachers will receive a minimum of eight short informal walkthroughs, four in the fall and four in the spring. Informal walkthroughs are unannounced and are not scored numerically.

Can teachers request another observation if they are unhappy with scores and observation data?

No. A teacher cannot request another observation. A teacher can only have two observations in this appraisal system. The two observations (fall announced observation and spring announced observation) will be averaged for one instructional practice score. Since two observations are already provided, there is not an opportunity for a third observation.

Appendix E

Frequently Asked Questions

Is compensation tied to the PPFT Appraisal?

Yes. Appraisal is one of five elements in the PPFT Compensation Framework. All teachers will receive a final rating based on their scores in the appraisal components. Ratings range from Ineffective to Distinguished. Teachers will receive points if they are rated effective, highly effective, or distinguished. The number of points will be determined by the type of campus served. *All teachers will either be working on a Standard Compensation Campus or an Enhanced Compensation Campus.* For information on Enhanced Compensation Campuses, please visit the [PPFT Compensation website](#).

Standard Campus

- Effective - 4 points
- Highly Effective - 7 points
- Distinguished - 10 points

Enhanced Compensation Campus

- Effective - 6 points
- Highly Effective - 12 points
- Distinguished - 20 points

What are Enhanced Compensation Campuses?

Enhanced Compensation Campuses are defined as the top 25% of campuses with the highest instructional services index, which takes into account the percentage of economically disadvantaged students, percentage of students served in Bilingual/ESL programs, and the percentage of students served with Special Education programs. Campuses with an overall F accountability rating and are not in the top 25% will also be included. Enhanced Compensation is designed to provide recruitment and retention support to campuses. All teachers will either be working on a Standard Compensation Campus or an Enhanced Compensation Campus.

What is the PPFT Compensation Framework?

The PPFT Compensation Framework is base-building, which means it adds permanent pay increases to a teacher's base salary. This framework does not impact stipends or board approved raises. Teachers will still be able to earn all district approved stipends and raises. The framework builds the base salary in a second way through a point system. Teachers will earn professional points each year. PPFT Compensation points are cumulative and determine the amount of additional base salary increase. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.

Will there be waivers under this system?

No. There are no waivers under this appraisal system.

- Every teacher will be appraised each year.
- Both Board policy and PPFT Operational Procedures require every teacher to have a full appraisal each year.

Can teachers appeal any portion of the appraisal process?

If a teacher wishes to challenge any part of the appraisal after meeting with their appraiser, notify both the Office of Employee Effectiveness via ppft@austinisd.org and the Office of Employee Relations at employeerelations@austinisd.org within five working days from the post-conference/finalization of the scores. If a written rebuttal is not submitted within the allotted 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). Please contact the Office of Employee Relations for any questions regarding employee rights under Board Policy DBGA (Local).

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 actual vs. expected growth, as measured by state assessments. The SLO score will be worth 15% and the School-wide Value-Added score will be worth 10%.

Appendix F

PPfT Working Group

Original Design Group

Alexa Humberson - Teacher
Ruben Ramirez - Teacher
Sarah Dille - Teacher
Cathryn Mitchell- Principal
John Rocha- Principal
Robert Deckard- Assistant Principal
Jacquie Porter - Teaching and Learning
Eddie Curran - Human Resources
Jan John - Professional Development
Lisa Schmitt - Research and Evaluation
Kimiko Krekel - Educator Quality
Joann Taylor - Educator Effectiveness
Ken Zarifis - Education Austin
Dyan Smiley - AFT

PPfT Oversight Committee

Dr. Dru McGovern-Robinett- Associate Superintendent, HCD
Amie Ortiz- Director, Employee Effectiveness
Ken Zarafis- President, Education Austin
Sheila Henry- Executive Director, School Leadership
Brandi Hosack- Associate Superintendent, HR Services
Dr. Paige Debaylo- Senior Research Associate, DRE
Jerald Wilson- Principal, Kealing MS
John Rocha- Principal, Bailey MS
Tina Salazar- Principal, Akins HS
Chaolin Chang- Principal, Joslin ES
Dr. Chaitra McGrew- Assistant Principal, Houston ES
Andrea Glienke- Assistant Principal, Navarro ECHS
Larry Perez- Assistant Principal, Andrews ES
Giseyla Lopez-Zubieta- Assistant Principal, Reilly ES
Bobby Quindlen Sandoval- Teacher, Langford ES
Lacey Faulkner- Teacher, Northeast ECHS
Margaret Daniels- Teacher, Gus Garcia YMLA
Rodrigo Rodriguez- Teacher, Cook ES
Alfredo Uriegas- Teacher, Lively MS
Dillon Braaten- Teacher, Anderson HS
Colleen Fairbrother- Teacher, Bryker Woods ES
Carmen Barrera- Teacher, Linder ES



Appendix G

PPfT Intervention Plan Template



Professional Pathways for Teachers (PPfT)



HCP Teacher Intervention Plan Template
Period of Intervention Start
Period of Intervention End
PPfT Rubric Strands /indicators or other areas in which the teacher is in need of assistance
Professional improvement activities and dates for expected completion
Evidence that will be used to determine that improvement activities have been completed
Directives for changes in teacher action/s and timeline
Evidence that will be used to determine whether if teacher action/s has changed

Glossary

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 learning 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.

Base Building: Additional money paid to an employee that increases the hourly rate. An example at AISD would be the Professional Pathway for Teachers (PPfT) program. As a PPfT teacher qualifies for a new level, their hourly rate can increase. Stipends are not considered a base-building increase as they are a flat pay amount, usually paid out only once.

Base Salary: An employee is paid a set amount of money by their employer for work performed. Base Salary is commonly referred to yearly income or gross pay before any deductions (e.g. Benefits). To calculate base salary for a full time employee you take the hourly rate X 8 hours in a workday X contracted days. For example, a full time teacher making \$34.76 an hour has a base salary of \$52,000.96 ($\$34.76 \times 8 \text{ hours} \times 187 \text{ days}$).

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 three main areas of the PPfT Appraisal are: Instructional Practice, Professional Growth and Responsibilities and Student Growth.

Enhanced Compensation Campus: Top 25% of campuses with the highest instructional services index (ISI), which takes into account the percentage of economically disadvantaged students, percentage of students served in Bilingual/English as a Second Language (ESL) programs, and the percentage of students served with Special Education programs. Campuses with an overall F accountability rating are also included. Enhanced Compensation is designed to provide recruitment and retention support to campuses.

Formal Observation: This is a formal observation (45 minute minimum) of a teacher's practice in the classroom. Two formal observations, by two different appraisers, are required during the school year: one in the fall and one in the spring.

Formative Feedback: Non-evaluative feedback provided throughout the school year informing teachers where their practice is strong and where there is room for improvement.

Full-Time: For the purpose of determining base-salary increases under PPfT Compensation, full-time is considered 8 hours a day and 187 days per year. Thus, the equivalent hourly increase under PPfT Compensation is the annual increment divided by 187, divided by 8.

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.

Glossary

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

Human Capital System: Systems that blend talent management strategies, policies, and practices aligned with the needs of an organization.

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

Informal Walkthrough: This is a short informal and unannounced observation of a teacher's practice in the classroom. Informal walkthroughs should be documented on the standard district form within 48 hours of the walkthrough. While feedback is provided these are not part of the PPfT summative score and may occur at any time. Teachers will receive a minimum of four informal walkthroughs in the fall semester and four in the spring.

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 an Individual Learning Plan (ILP) in the HCP within 20 working days of the PPfT Appraisal online orientation being made available. Teachers will reflect on areas of strength and areas for growth in the rubric strands, and reflect on these areas at the end of the year.

Orientation: The first step in the PPfT Appraisal process, the Orientation, takes place prior to or at the beginning of the school year. 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 before each formal 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 formal observations during which the appraiser provides formal observation data 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 5 working days from the formal observation.

Professional Learning: An ongoing 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 Learning aligns with district goals.

Professional Pathways for Teachers (PPfT)

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

Glossary

Professional Pathways for Teachers (PPfT)

Compensation: PPfT Appraisal is one element of the PPfT Compensation System. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.

PPfT Compensation is base-building. It adds permanent pay increases to a teacher's base salary. Teachers will still be eligible to earn all district approved stipends and raises. PPfT Compensation builds the base salary through a point system. Teachers will earn professional points each year. PPfT Compensation points are cumulative and determine the amount of additional base salary increase.

Professional Pathways for Teachers (PPfT) Human Capital System:

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 learning. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of growing teachers and students.

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 a rubric related the five strands associated with 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.

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.

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, Progressing, and Ineffective.

STAAR-Like Testing Environment: Content specific anchor charts or reference materials should be removed or covered from the testing location. This includes, but is not limited to, math tables for addition, subtraction, multiplication, division facts, graphics containing tested information, historical timelines, or lists of historical figures and their accomplishments.

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.

Glossary

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. Each teacher will be scored on an SLO Process Rubric that includes student pre-and post-test growth data.

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 learning.

Summative Score: 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.

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 staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

Year of Service: Chapter 153 of the Commissioner's Rules state it is a term of employment measured in school years in an entity in which the employment is recognized for salary increment purposes.