

2017 | 2018

TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM

T-T E S S

PROCEDURES MANUAL



Fort Worth
INDEPENDENT SCHOOL DISTRICT

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Welcome to T-TESS!

I am delighted to welcome you to the 2017-18 school year. As Fort Worth ISD enters our refinement year of T-TESS implementation, I would like to address the changes in the teacher appraisal process this year. It is important to remember that the Texas Evaluation and Support System (T-TESS) was designed by Texas educators to create a continuous improvement cycle for teachers and administrators as well as to support our growth as professionals. As such, we should expect it to shift and change as our needs, and the needs of our students, shift and change.

The T-TESS system strives to capture the holistic nature of teaching—the idea that a constant feedback loop exists on how students respond to their teacher’s instructional practices. In FWISD, this is incredibly important to our success as a district. As a system, we are focused on student growth. Examining the influence teachers have on student growth is a core process for all of us. We are focused on growth and improvement. T-TESS is a process that seeks to develop habits of continuous improvement. The process best leads to that outcome when appraisers and teachers focus on evidence-based feedback. Furthermore, professional development decisions are based on specific feedback through ongoing dialogue and collaboration.

The most important shift this year in FWISD with regard to T-TESS will be in a district-wide implementation of Student Learning Objectives (SLOs). Every teacher will identify and track student progress toward the achievement of a classroom-identified SLO in 2017-18. This manual provides information about SLOs, and that, combined with campus training and on-line information from the Texas Education Agency (TEA), will guide your work with SLOs.

Please use this document to guide your approach to teacher appraisals in 2017-18. As always, the Divisions of Academics and Human Capital Management are ready to assist you in any way we can. The T-TESS process has the capacity to move each classroom forward and to institute improvement for all of us professionally, and more importantly, for all of our students.

I look forward to working with all of you as the year progresses.

Sincerely,

Charles T. Carroll

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Appraisals at a Glance

The following bullets provide an overview of the T-TESS Appraisal System for 2017-18:

- All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser.
- The SLOs must be foundational, measurable, and manageable and based on student learning outcomes.
- All teachers must meet with their appraiser at least three times in a school year (see District approved appraisal calendar) to discuss and/or update teachers' SLOs.
- Except for teachers eligible for less frequent formal observations (see page 7), teachers will participate in one formal classroom observation/evaluation, which will be mutually scheduled by date and time (announced), one time during the fall or spring semester.
- The annual observation cycle runs in accordance with the District approved appraisal calendar.
- A classroom observation will be the length of an instructional period, or a complete lesson within an instructional period, which consists of a minimum of 45 minutes of instruction.
- All observations must include pre- and post-conference meetings that follow established T-TESS conference protocol and are scheduled by date and time.
- Prior to each observation, the T-TESS appraiser will conduct a "pre-conference" meeting with the teacher to ask pertinent background questions about the lesson plan, the learning outcomes and the students in the class in order to provide context. It is also appropriate for the appraiser to share expectations in T-TESS Domains 2 and 3 and assist teachers in understanding expectations in the T-TESS appraisal system.
- After the classroom observation, the teacher will receive a written summary and oral feedback from the individual appraiser in a post-observation conference within 10 working days of the observation.
- At the beginning of the year, all teachers will engage in personal goal setting and planning for professional development with their appraiser.
- All professional learning must be uploaded to the Goal Setting section on Eduphoria.

- An end of year conference will be held at least 15 days prior to the end of school to discuss domains 1 - 4 for the year. Teachers will have the opportunity to provide evidence for the T-TESS rubric prior to the end of year conference.
- Cumulative documentation will not be used in the formal observation, but will be considered in the end-of- year conference. Cumulative documentation, that may impact a teacher's evaluation, must be shared with the teacher within 10 working days of the end-of-year conference.
- Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser and shared with the teacher within 10 days of knowledge of the verified information.
- If the teacher wishes to have their response to documentation considered for appraisal purposes, their response must be provided to the appraiser within 10 working days of the end-of-year conference.
- Post-observation conferences may not be waived.
- If a teacher's principal/supervisor is unable to fulfill the appraisal process requirements, School Leadership, in collaboration with the Human Capital Management and Academics, will assign another appraiser to serve as the teacher's supervisor to complete the appraisal process.
- Teachers are provided one opportunity to waive the scheduled observation due to unforeseen circumstances. Form E is required to be provided to the appraiser 24-hours prior to the scheduled observation. A new pre- observation conference and observation will need to be rescheduled with the appraiser.
- Walkthroughs shall be conducted throughout the year. Walkthroughs are typically brief, non-scheduled, informal observations.

All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser. The SLOs must be foundational, measurable, and manageable and based on student learning outcomes. All teachers must meet with their appraiser at least three times in a school year (see District approved appraisal calendar) to discuss and/or update teachers' SLOs.

The FWISD provides disaggregated ratings (i.e., the teacher gets a final rating for each of the 16 rubric dimensions individually), then student growth acts as the 17th dimension and does not technically have a weight.

Student Learning Objectives

Student Learning Objectives, or SLOs, are long-term student growth goals, set by teachers and administrators to help them plan instruction and drive student learning throughout the year. Setting learning goals and measuring student progress allows educators to better understand their students' strengths and how to best support student growth through backwards planning. Furthermore, SLOs purposefully align to instruction and guide students toward a common vision of success.

SLOs are

- Student growth goals focused on a foundational skill
- Set by teachers
- Tailored to the context of individual students
- Designed to help teachers better understand the impact of their pedagogy
- Used for the purpose of refining instruction

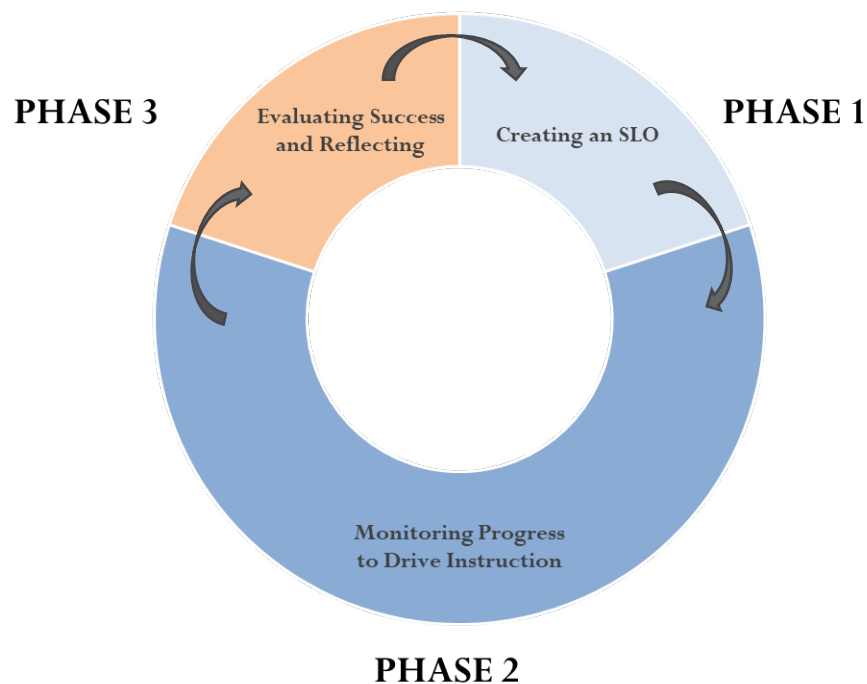
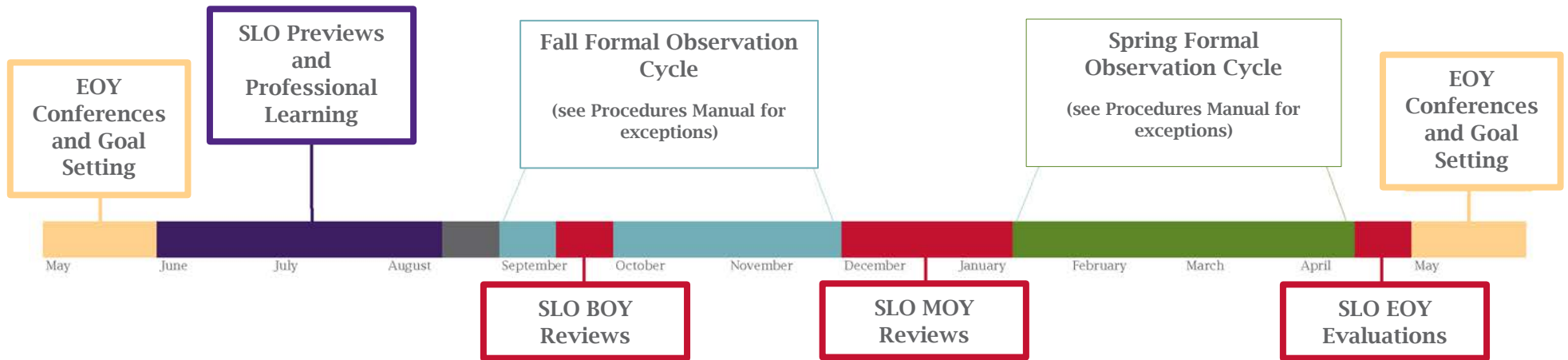


Figure 1. SLO Three Phase Process

STUDENT LEARNING OBJECTIVES & T-TESS TIMELINE



BOY Beginning of Year
 MOY Middle of Year
 EOY End of Year
 SLO Student Learning Objectives

Formal Observation Cycle

- Pre-Conference
- Formal Observation of Domains 1-3
- Post-Conference (within 10 days following observation)

Informal observations will be conducted throughout the year without the need for conferences.



Appeal Process

In the event a teacher participating in the T-TESS process disagrees with the individual performance rating on the performance dimensions of T-TESS, he or she may appeal within five (5) working days of the post-conference (Form B).

Complete the *Teacher Request for Appeal of T-TESS Observation Outcomes* (Form B) stating the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation. This information shall be submitted to the original appraiser for additional consideration within five (5) working days of the post-observation conference.

The appraiser will consider the additional evidence provided and meet with the teacher within ten (10) working days of the original post-observation conference to review the information and discuss identified points related to performance in an effort to achieve a mutual agreement.

In the event of non-agreement, the teacher may request: 1) a formal review of all documents related to the first observation, and 2) a second formal observation within ten (10) working days of the post-observation conference, using Form C, *Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal*.

A T-TESS appraiser from the same school, who did not observe the teacher previously, will reassess all evaluation materials regarding the teacher's performance by reviewing existing **evidence**. After reviewing the information, the designated T-TESS appraiser will make a recommendation in writing regarding the T-TESS rating for the teacher. The recommendation may uphold the original rating, recommend modification to the original rating, or include a recommendation for a second observation.

If there is no resolution to the non-agreement at the campus, based on the administrative review process, the teacher may continue the process for a second formal observation appraiser, as identified in DNA (Regulation) (Local) and from a list approved by the FWISD Board of Trustees annually. The second appraiser will follow the entire T-TESS process, with the exception of the goal-setting conference.

- When a second appraiser is used, scoring will be conducted as follows: a second appraisal will be conducted and scored by dimension;
- The original campus appraisal will count 60% by dimension;
- The second appraiser dimension scores will count 40%;
- These results will be shared with the teacher within the allotted 10 days to conduct the post observation conference by the second appraiser.

Should the teacher's concerns not be resolved through this collaborative process, the employee may submit a formal grievance. The Board has established a formal employee grievance procedure found in policy DGBA in the event the T-TESS appeal process does not resolve the concerns.

Multiple location teachers are observed by the principal/designee of the payroll location. Documentation from each location may be included in the appraisal.

Observation and Evaluation Eligibility

	Annual T-TESS Required	Biennial, Less-Than-Annual T-TESS Required
Eligibility	All teachers on probationary contract All teachers on a one-year, retire/rehire contract	All teachers on a “term” or “continuing” contract
Campus Assignment	All teachers assigned to a state-rated “Improvement Required” Campus	Not assigned to a state-rated “Improvement Required” campus Assigned to a position in which the principal or assistant principal is the teacher’s supervisor
T-TESS Rating	All teachers not meeting “Proficient” criteria in 9 of the 16 dimensions and/or identified as “Improvement Needed” in any of the 16 dimensions.	Teacher must earn a T-TESS rating of “Proficient” criteria in 9 of the 16 dimensions AND not identified in any area as “Improvement Needed”
T-TESS Observation	All teachers participate	Teachers may waive the 45-minute observation
T-TESS Goal Setting	All teachers participate	Teachers may not waive
T-TESS End-of-Year (EOY) Conference	All teachers participate	Teachers may not waive
Student Learning Objectives (SLOs)	All teachers participate	Teachers may not waive
Professional Learning Plan	All teachers participate	Teachers may not waive

T-TESS Orientation for New Hires

Summer Hires 2017

Day	Date	Time	Room
Wednesday	July 5	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 240
Wednesday	July 12	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 240
Wednesday	July 26	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 240
Friday	August 11	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 256
Monday	August 14	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 256
Thursday	August 17	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 256
Friday	August 18	8:30-11:30 a.m. or 1:00-4:00 p.m.	PDC 256
Saturday	September 9	8:30-11:30 a.m.	TBD
Thursday	September 14	4:30-7:30 p.m.	PDC 243

>>> Please check the monitor for possible room changes.

Post-August Hires 2017

Day	Date	Time	Room
Thursday	October 12	4:30-7:30 p.m.	PDC 239
Thursday	November 16	4:30-7:30 p.m.	PDC 243
Thursday	December 14	4:30-7:30 p.m.	PDC 235
Thursday	January 11	4:30-7:30 p.m.	PDC 243
Thursday	February 8	4:30-7:30 p.m.	PDC 243
Thursday	March 8	4:30-7:30 p.m.	PDC 243
Thursday	April 12	4:30-7:30 p.m.	PDC 243

>>> Please check the monitor for possible room changes.

Appraisal & SLO Calendar

Traditional Calendar	Alice Carlson ALC Calendar
<p>August 2017</p> <ul style="list-style-type: none"> • August 14 - Begin appraisal period • August 14 - T-TESS Updates Training • BOY 2017-September 29 - Goal Setting & Professional Development Planning (due within 6 weeks following T-TESS Training throughout the year) • August 21-September 4 - No formal observations during the first ten days of school 	<p>August 2017</p> <ul style="list-style-type: none"> • August 14 - Begin appraisal period • August 14 - T-TESS Updates Training • BOY 2017-September 29 - Goal Setting & Professional Development Planning (due within 6 weeks following T-TESS Training throughout the year) • August 21-September 4 - No formal observations during the first ten days of school
<p>September 2017</p> <ul style="list-style-type: none"> • September 5 - Formal Observations period begins • September 29: Goal Setting and Professional Development Planning ends; SLOs completed 	<p>September 2017</p> <ul style="list-style-type: none"> • September 5 - Formal Observations period begins • September 29: Goal Setting and Professional Development Planning ends; SLOs completed
<p>October 2017</p> <ul style="list-style-type: none"> • October 6 - No formal observations 	<p>October 2017</p> <ul style="list-style-type: none"> • October 6 - No formal observations • October 12, 13, 23, 24 - No formal observations before or after intersession
<p>November 2017</p> <ul style="list-style-type: none"> • November 16, 17, 27, 28 - No formal observations before or after Thanksgiving Break 	<p>November 2017</p> <ul style="list-style-type: none"> • November 16, 17, 27, 28 - No formal observations before or after Thanksgiving Break
<p>December 2017</p> <ul style="list-style-type: none"> • December 11 - Mid-Year Conferences begin • December 20, 21 - No formal observations before Winter Break 	<p>December 2017</p> <ul style="list-style-type: none"> • December 11 - Mid-Year Conferences begin • December 20, 21 - No formal observations before Winter Break
<p>January 2018</p> <ul style="list-style-type: none"> • January 8-16 - No formal observations after Winter Break or first day of the spring semester • January 26 - Mid-Year Conferences end 	<p>January 2018</p> <ul style="list-style-type: none"> • January 8-16 - No formal observations after Winter Break or first day of the spring semester • January 26 - Mid-Year Conferences end
<p>February 2018</p> <ul style="list-style-type: none"> • February 1 - No formal observations 	<p>February 2018</p> <ul style="list-style-type: none"> • February 1 - No formal observations
<p>March 2018</p> <ul style="list-style-type: none"> • March 8, 9, 19, 20 - No formal observations before or after Spring Break 	<p>March 2018</p> <ul style="list-style-type: none"> • March 8, 9, 19, 20 - No formal observations before or after Spring Break
<p>April 2018</p>	<p>April 2018</p>
<p>May 2018</p> <ul style="list-style-type: none"> • May 10 - Formal observation period ends • May 10 - All EOY conferences completed • May 10 - All goal-setting conferences completed 	<p>May 2018</p> <ul style="list-style-type: none"> • May 24 - Formal observation period ends • May 24 - All EOY conferences completed • May 24 - All goal-setting conferences completed
<p>June 2018</p> <ul style="list-style-type: none"> • June 1 - Evaluation period ends unless snow days are needed 	<p>June 2018</p> <ul style="list-style-type: none"> • June 15 - Evaluation period ends unless snow days are needed

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Jo Kelly Calendar	Early College High School Calendar
<p>August 2017</p> <ul style="list-style-type: none"> • August 14 - Begin appraisal period • August 14 - T-TESS Updates Training • BOY 2017-September 29 - Goal Setting & Professional Development Planning (due within 6 weeks following T-TESS Training throughout the year) • August 21-September 4 - No formal observations during the first ten days of school 	<p>August 2017</p> <ul style="list-style-type: none"> • August 14 - Begin appraisal period • August 14 - T-TESS Updates Training • BOY 2017-September 29 - Goal Setting & Professional Development Planning (due within 6 weeks following T-TESS Training throughout the year) • August 21-September 4 - No formal observations during the first ten days of school
<p>September 2017</p> <ul style="list-style-type: none"> • September 5 - Formal Observations period begins • September 29: Goal Setting and Professional Development Planning ends; SLOs completed 	<p>September 2017</p> <ul style="list-style-type: none"> • September 5 - Formal Observations period begins • September 29: Goal Setting and Professional Development Planning ends; SLOs completed
<p>October 2017</p> <ul style="list-style-type: none"> • October 10 - No formal observations 	<p>October 2017</p>
<p>November 2017</p> <ul style="list-style-type: none"> • November 16, 17, 27, 28 - No formal observations before or after Thanksgiving Break 	<p>November 2017</p> <ul style="list-style-type: none"> • November 16, 17, 27, 28 - No formal observations before or after Thanksgiving Break
<p>December 2017</p> <ul style="list-style-type: none"> • December 11 - Mid-Year Conferences begin • December 20, 21 - No formal observations before Winter Break 	<p>December 2017</p> <ul style="list-style-type: none"> • December 11 - Mid-Year Conferences begin • December 14, 15 - No formal observations before Winter Break
<p>January 2018</p> <ul style="list-style-type: none"> • January 8-16 - No formal observations after Winter Break or first day of the spring semester • January 22 - No formal observations the first day of the spring semester • January 26 - Mid-Year Conferences end 	<p>January 2018</p> <ul style="list-style-type: none"> • January 8-16 - No formal observations after Winter Break or first day of the spring semester • January 26 - Mid-Year Conferences end
<p>February 2018</p> <ul style="list-style-type: none"> • February 1 - No formal observations 	<p>February 2018</p>
<p>March 2018</p> <ul style="list-style-type: none"> • March 8, 9, 19, 20 - No formal observations before or after Spring Break 	<p>March 2018</p> <ul style="list-style-type: none"> • March 8, 9, 19, 20 - No formal observations before or after Spring Break
<p>April 2018</p>	<p>April 2018</p>
<p>May 2018</p> <ul style="list-style-type: none"> • May 10 - Formal observation period ends • May 10 - All EOY conferences completed • May 10 - All goal-setting conferences completed 	<p>May 2018</p> <ul style="list-style-type: none"> • May 4 - Formal observation period ends • May 4 - All EOY conferences completed • May 4 - All goal-setting conferences completed • May 25 - Evaluation period ends unless snow days are needed
<p>June 2018</p> <ul style="list-style-type: none"> • June 20 - Evaluation period ends unless snow days are needed 	<p>June 2018</p>

Links to Additional Resources

Fort Worth ISD Professional Learning and Innovation (PLI)

www.fwisd.org/pli

Teach for Texas

<https://teachfortexas.org>

Texas Education Agency, SLO Information

Website: <http://teaslopilot.com>

Password: SLOsupport

Region 11 Education Service Center

<http://www.escl1.net>

Region 13 Education Service Center

<http://www.escl3.net>

Texas Education Agency, Chapter 150 Commissioner's Rules Concerning Educator Appraisal

<http://ritter.tea.state.tx.us/rules/tac/chapter150/>

APPENDICES

Appendix A: Fort Worth ISD Board Policy DNA (LOCAL)

Fort Worth ISD
220905

PERFORMANCE APPRAISAL EVALUATION OF TEACHERS

DNA
(LOCAL)

APPRAISAL SYSTEM

The formal appraisal of District teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS) unless otherwise designated by an appraiser with District approval.

GENERAL REQUIREMENTS

District teachers shall be appraised annually.

Components of the appraisal process, such as classroom observations and walk-throughs, shall be conducted more frequently as necessary to ensure that teachers receive appropriate guidance.

The District shall establish an appraisal calendar each year.

The Board shall approve a list of certified appraisers.

T-TESS

The formal observation for a teacher's appraisal shall be scheduled in accordance with T-TESS guidelines.

FORMAL OBSERVATION

The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

SECOND APPRAISAL

Upon a teacher's request for a second appraiser, the Superintendent or designee shall select the second appraiser from a pre-established roster of trained appraisers.

The formal observation for a second appraisal shall be scheduled in accordance with T-TESS guidelines.

GRIEVANCES

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

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DNA(LOCAL)-X

ADOPTED:

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Appendix B: Fort Worth ISD Board Policy DNA (REGULATION)

Fort Worth ISD
220905

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(REGULATION)

T-TESS EVALUATION	The formal appraisal of District teachers will be in accordance with the Texas Teacher Evaluation and Support System (T-TESS), unless otherwise designated by an appraiser with District approval.
APPRAISAL	<p>Except for teachers eligible for less frequent formal observations in accordance with law, teachers are formally observed in classroom instruction by trained administrators using the T-TESS research-based rubric that covers multiple dimensions of instructional quality. Teachers will participate in one formal classroom observation/evaluation, which will be scheduled and announced by date and time.</p> <p>Eligible teachers who have not waived their right to formal feedback from a formal observation will be formally observed in the classroom one time during the fall or spring semester.</p> <p>The annual observation cycle runs in accordance with the District-approved appraisal calendar.</p> <p>The length of a classroom observation will be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction.</p>
ANNUAL OBSERVATION CYCLE	<p>All formal observations must include pre- and post-observation conferences that follow established T-TESS conference protocols and are scheduled by date and time.</p> <p>A date and time that is mutually acceptable to the observer and to the teacher should be selected. Restrictions on the date and time of an observation are identified in the appraisal calendar. In special circumstances, these restrictions can be waived at the teacher's request.</p>
OBSERVATION SCHEDULING	<p>Prior to each formal observation, the T-TESS evaluator will conduct a pre-observation conference with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context.</p> <p>After each formal classroom/lesson observation, the teacher who was observed will receive a written summary and oral feedback from the individual evaluator in a post-observation conference within ten working days of the actual observation.</p>
LESS-THAN-ANNUAL FORMAL OBSERVATION	<p>A teacher may receive a less frequent formal observation if the teacher agrees in writing. To be eligible for less-than-annual formal observations for the 2016–2017 school year, a teacher will:</p> <ol style="list-style-type: none"> 1. Be employed on an educator term or continuing contract, other than a retire/rehire contract;

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DNA(REGULATION)-X

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PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(REGULATION)

2. Have been assigned to the current building for at least one year; however, if a teacher has moved to a new campus as a result of administrative leveling of classes, the teacher will remain on the evaluation schedule established at the previous school;
3. Be assigned to a position in which a principal or assistant principal is the teacher's supervisor;
4. Serve on a campus that has not been rated "improvement required" on the basis of state standards; and
5. Have earned, in accordance with law, a rating of "proficient" in all domains, including Domain VII, on the most recent PDAS evaluation.

In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher will participate in:

1. The Goal Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section in the commissioner's rules;
2. The performance of teacher's students, as defined in 150.1001(f)(2) of the commissioner's rules; and
3. A modified end-of-year conference that addresses:
 - a. The progress on the Goal Setting and Professional Development Plan;
 - b. The performance of the teacher's students, as defined in 150.1001(f)(2) of the commissioner of education's rules; and
 - c. The following year's Goal Setting and Professional Development Plan.

GOAL SETTING AND
SELF-ASSESSMENT

At the beginning of the year, all teachers will engage in personal goal setting and planning for professional development with their appraisers. Teachers will document their progress toward achieving those goals throughout the year. Teacher progress toward achieving professional goals will be assessed using dimensions 4.2 and 4.3 of the rubric (Goal Setting and Professional Development). The summative conference should include review of attainment of goals and consideration of professional development needs for the following school year.

SUMMATIVE
CONFERENCE

A summative conference will be held at least 15 days prior to the end of school to discuss overall performance for the year.

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PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(REGULATION)

The summative conference will include a review of formal classroom observations; the teacher self-evaluation (planning, instruction, environment, and responsibilities); student performance information, such as grades, formative and summative assessments, and student portfolios; written walk-through information; and other relevant cumulative data.

APPEAL PROCESS

In the event a teacher participating in the T-TESS evaluation process disagrees with the evaluation scores for individual performance on the performance domains/dimensions of T-TESS, he or she may appeal within five working days of the post-observation conference.

The site-based appeal process will follow the outlined procedures:

1. Completion of a Request for Appeal memorandum stating the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of the expected performance evaluation. This information will be submitted to the original appraiser for additional consideration within five working days of the post-observation conference.
2. The appraiser will consider the additional evidence provided and meet with the teacher within ten working days of the original post-observation conference to review the information and discuss identified points related to performance in an effort to achieve a mutual agreement.
3. In the event of non agreement, the teacher may request:
 - a. A formal review of all documents related to the first observation; and
 - b. A second formal observation within ten working days of the post-observation conference. A T-TESS appraiser, who did not observe the teacher previously and from the same school, will reassess all evaluation materials regarding the teacher's performance by reviewing existing evidence.
4. After reviewing the information, the designated T-TESS appraiser will make a recommendation in writing regarding the T-TESS evaluation rating for the teacher. The recommendation may uphold the original rating, may recommend modification to the original rating, or may include a recommendation for a second observation.

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Fort Worth ISD
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PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(REGULATION)

5. If there is no resolution to the nonagreement at the campus, based on the administrative review process, the teacher may continue the process for a second formal observation appraiser, as identified in policy DNA(LOCAL) and from a list approved annually by the Board. The second appraiser will follow the entire T-TESS process, with the exception of the goal-setting conference.
6. Should the teacher's concerns not be resolved through this collaborative process, the teacher may submit a formal grievance. The Board has established a formal employee grievance procedure, found in policy DGBA(LOCAL), in the event the T- TESS appeal process does not resolve concerns.

OTHER GUIDELINES

If a second appraiser is necessary, the score of the primary appraiser will count 50 percent by dimension, and the score of the second appraiser will count 50 percent by dimension.

Teachers will have the opportunity to provide evidence for the Teacher Responsibilities rubric prior to the summative conference.

Walk-throughs will be conducted throughout the year.

Walk-throughs are typically brief, nonscheduled, informal observations.

Cumulative documentation that may impact a teacher's evaluation must be shared with the teacher within ten working days.

If a teacher wishes to have his or her response to documentation considered for appraisal purposes, the response must be done within ten working days.

Post-observation conferences following each observation may not be waived.

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DNA(REGULATION)-X

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Appendix C: Texas Teaching Standards

Texas Administrative Code, Title 19, Part 2, Chapter 149, Subchapter AA, Rule §149.1001 (effective June 30, 2014, 39 TexReg 4955)

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

- A. Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - i. Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - iii. Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
- B. Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - ii. Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - iii. Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
- C. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - ii. Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - iii. Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
- D. Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - ii. Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
 - iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- E. Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - i. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

- ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- F. Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - i. Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

- A. Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - i. Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
- B. Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - iii. Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
- C. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - ii. Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

- A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - ii. Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- B. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
- C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - i. Teachers teach both the key content knowledge and the key skills of the discipline.
 - ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

- A. Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - i. Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
- B. Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - i. Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - ii. Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- C. Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

- ii. Teachers maintain a strong culture of individual and group accountability for class expectations.
 - iii. Teachers cultivate student ownership in developing classroom culture and norms.
- D. Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
- i. Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - ii. Teachers maximize instructional time, including managing transitions.
 - iii. Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - iv. Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

- A. Teachers implement both formal and informal methods of measuring student progress.
- i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- B. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
- i. Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- C. Teachers regularly collect, review, and analyze data to monitor student progress.
- i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- D. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
- i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities,

collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

- A. Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
 - i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

- B. Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
 - i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

- C. Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
 - i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

- D. Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
 - i. Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - iii. Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Appendix D: Commissioner's Rules Concerning Educator Appraisal

Texas Administrative Code, Chapter 150, Subchapter AA: Teacher Appraisal

§150.1001. General Provisions.

- (a) All school districts have two choices in selecting a method to appraise teachers: a teacher appraisal system recommended by the commissioner of education or a local teacher appraisal system.
- (b) The commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with the Texas Education Code (TEC), §21.351.
- (c) The superintendent of each school district, with the approval of the school district board of trustees, may select the T-TESS. Each school district or campus wanting to select or develop an alternative teacher appraisal system must follow the TEC, §21.352, and §150.1007 of this title (relating to Alternatives to the Commissioner's Recommended Appraisal System).
- (d) The commissioner may designate a regional education service center to serve as the T-TESS certification provider for the state. The designated regional education service center may collect appropriate fees under the TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.
- (e) Sections 150.1002 through 150.1006 of this title apply only to the T-TESS and not to local teacher appraisal systems.
- (f) The statutorily required components of teacher appraisal are defined as follows.
- (1) The implementation of discipline management procedures is the teacher's pedagogical practices that produce student engagement and establish the learning environment.
 - (2) The performance of teachers' students is how the individual teacher's students progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by one or more of the following student growth measures:
 - (A) student learning objectives;
 - (B) student portfolios;
 - (C) pre- and post-test results on district-level assessments; or
 - (D) value-added data based on student state assessment results.

Source: The provisions of this §150.1001 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1001 issued under the Texas Education Code, §21.351.

§150.1002. Assessment of Teacher Performance.

(a) Each teacher shall be appraised on the following domains and dimensions of the Texas Teacher Evaluation and Support System (T-TESS) rubric that is aligned to the Texas Teacher Standards in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).

(1) Domain I. Planning, which includes the following dimensions:

- (A) standards and alignment;
- (B) data and assessment;
- (C) knowledge of students; and
- (D) activities.

(2) Domain II. Instruction, which includes the following dimensions:

- (A) achieving expectations;
- (B) content knowledge and expertise;
- (C) communication;
- (D) differentiation; and
- (E) monitor and adjust.

(3) Domain III. Learning Environment, which includes the following dimensions:

- (A) classroom environment, routines, and procedures;
- (B) managing student behavior; and
- (C) classroom culture.

(4) Domain IV. Professional Practices and Responsibilities, which includes the following dimensions:

- (A) professional demeanor and ethics;
- (B) goal setting;
- (C) professional development; and
- (D) school community involvement.

(b) The evaluation of each of the dimensions identified in subsection (a) of this section shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-conferences, observations, post-conferences, end-of-year conferences, the Goal-Setting and Professional Development Plan process, and other documented sources.

(c) Each teacher shall be evaluated on the 16 dimensions in Domains I-IV identified in subsection (a) of this section using the following categories:

- (1) distinguished;
- (2) accomplished;
- (3) proficient;
- (4) developing; and
- (5) improvement needed.

(d) Beginning with the 2017-2018 school year, each teacher appraisal shall include the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions).

(e) If calculating a single overall summative appraisal score for teachers, the performance of teachers' students, as defined in §150.1001(f)(2) of this title, shall count for at least 20% of a teacher's summative score.

(f) Each teacher shall be evaluated on the performance of teachers' students using one of the terms from the following categories:

- (1) distinguished or well above expectations;
- (2) accomplished or above expectations;
- (3) proficient or at expectations;
- (4) developing or below expectations; or
- (5) improvement needed or well below expectations.

Source: The provisions of this §150.1002 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1002 issued under the Texas Education Code, §21.351.

§150.1003. Appraisals, Data Sources, and Conferences.

(a) Each teacher must be appraised each school year, except as provided by subsection (l) of this section. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

(b) The annual teacher appraisal, or full appraisal, shall include:

- (1) a completed and appraiser-approved Goal-Setting and Professional Development Plan that shall be:

- (A) submitted to the teacher's appraiser within the first six weeks from the day of completion of the Texas Teacher Evaluation and Support System (T-TESS)

orientation, as described in §150.1006 of this title (relating to Teacher Orientation), for teachers in their first year of appraisal under the T-TESS or for teachers new to the district; or

(B) initially drafted in conjunction with the teacher's end-of-year conference from the previous year, revised as needed based on changes to the context of the teacher's assignment during the current school year, and submitted to the teacher's appraiser within the first six weeks of instruction; and

(C) maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activities detailed in the approved plan;

(D) shared with the teacher's appraiser prior to the end-of-year conference; and

(E) used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the T-TESS rubric;

(2) for a teacher in the first year of appraisal under the T-TESS or for teachers new to the district, a Goal-Setting and Professional Development Plan conference prior to the teacher submitting the plan to the teacher's appraiser;

(3) after a teacher's first year of appraisal under the T-TESS within the district, an observation pre-conference conducted prior to announced observations;

(4) at least one classroom observation of a minimum of 45 minutes, as described in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser and in accordance with the Texas Education Code, §21.352(c-1). Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher's summative appraisal ratings, in which case the written summary shall be shared within 10 working days after the completion of the additional observation or walk-through. Section 150.1004 of this title (relating to Teacher Response and Appeals) applies to a written summary of an additional observation or walk-through that will impact the teacher's summative appraisal ratings;

(5) an observation post-conference that:

(A) shall be conducted within 10 working days after the completion of an observation;

(B) is diagnostic and prescriptive in nature;

(C) includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement; and

(D) can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher;

(6) cumulative data, as described in subsection (f) of this section, from written documentation collected regarding job-related teacher performance in addition to formal classroom observations;

(7) an end-of-year conference that:

(A) reviews the appraisal data collected throughout the current school year and previous school years, if available;

(B) examines and discusses the evidence related to the teacher's performance on the four dimensions of Domain IV of the T-TESS rubric, as described in §150.1002(a)(4) of this title (relating to Assessment of Teacher Performance);

(C) examines and discusses evidence related to the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions), when available; and

(D) identifies potential goals and professional development activities for the teacher for the next school year; and

(8) a written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the end-of-year conference.

(c) A teacher may be given advance notice of the date or time of an observation, but advance notice is not required.

(d) Each school district shall establish a calendar for the appraisal of teachers and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:

(1) exclude observations in the two weeks following the day of completion of the T-TESS orientation in the school years when an orientation is required, as described in §150.1006 of this title; and

(2) indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.

(e) During the appraisal period, the certified appraiser shall evaluate and document teacher performance specifically related to the domain criteria, as identified in §150.1002(a) of this title, and the performance of teachers' students, as defined in §150.1001(f)(2) of this title.

(f) The certified appraiser is responsible for documentation of the cumulative data identified in subsection (b)(6) of this section. Any third-party information from a source other than the certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within 10 working days of the certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing of the cumulative data when the certified appraiser is not the teacher's principal.

(g) By written, mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

(h) A written summative annual appraisal report shall be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual

appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

(i) An end-of-year conference shall be held within a time frame specified on the school district calendar, no later than 15 working days before the last day of instruction for students. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year; the teacher's efforts as they pertain to Domain IV, as identified in §150.1002(a) of this title; the results of the performance of teachers' students, when available, as defined in §150.1001(f)(2) of this title; and the potential goals and professional development plans, as identified in subsection (b) of this section, for the following year. The written summative annual appraisal report shall be shared with the teacher within 10 working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.

(j) In cases where the certified appraiser is not an administrator on the teacher's campus, as defined in §150.1005(b) of this title (relating to Appraiser Qualifications), either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the end-of-year conference.

(k) Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any dimension, another summative report shall be developed to inform the teacher of the change(s).

(l) Except as otherwise provided by this subsection, a full appraisal must be done at least once during each school year. A teacher may receive a full appraisal less frequently if the teacher agrees in writing and the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions identified in §150.1002(a) of this title and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in §150.1002(a) of this title or the performance of teachers' students, as defined in §150.1001(f)(2) of this title. A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years.

(1) District policy may stipulate:

(A) whether the option to receive a full appraisal less frequently than annually is to be made available to teachers;

(B) whether the option to receive a full appraisal less frequently than annually is to be adopted districtwide or is to be campus specific;

(C) if the appraisal accompanying a teacher new to a district or campus meets the option as specified in this subsection, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and

(D) whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented in accordance with subsections (b)(6) and (f) of this section.

(2) A school district may choose annually to review the written agreement to have less frequent full appraisals with the teacher. However, at the conclusion of the school year, the district may modify appraisal options through board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous year(s).

(3) In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in:

- (A) the Goal-Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section;
- (B) the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and
- (C) a modified end-of-year conference that addresses:
 - (i) the progress on the Goal-Setting and Professional Development Plan;
 - (ii) the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and
 - (iii) the following year's Goal-Setting and Professional Development plan.

Source: The provisions of this §150.1003 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1003 issued under the Texas Education Code, §21.351.

§150.1004. Teacher Response and Appeals.

(a) A teacher may submit a written response or rebuttal at the following times:

- (1) for Domains I, II, and III, as identified in §150.1002(a) of this title (relating to Assessment of Teacher Performance), after receiving a written observation summary or any other written documentation related to the ratings of those three domains; or
- (2) for Domain IV, as identified in §150.1002(a) of this title, and for the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions, after receiving a written summative annual appraisal report.

(b) Any written response or rebuttal must be submitted within 10 working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. A teacher may not submit a written response or rebuttal to a written summative annual appraisal report for the ratings in Domains I, II, and III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

(c) A teacher may request a second appraisal by another certified appraiser at the following times:

- (1) for Domains I, II, and III, as identified in §150.1002(a) of this title, after receiving a written observation summary with which the teacher disagrees; or

(2) for Domain IV, as identified in §150.1002(a) of this title, and for the performance of teachers' students, as defined in §150.1001(f)(2) of this title, after receiving a written summative annual appraisal report with which the teacher disagrees.

(d) The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal report for the ratings of dimensions in Domains I, II, and III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal.

(e) A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

(f) The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I-III or shall review the Goal-Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable. Cumulative data may also be used by the second appraiser to evaluate other dimensions.

(g) Each school district shall adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

Source: The provisions of this §150.1004 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1004 issued under the Texas Education Code, §21.351.

§150.1005. Appraiser Qualifications.

(a) The teacher appraisal process requires at least one certified appraiser.

(b) Under the Texas Teacher Evaluation and Support System (T-TESS), a campus administrator includes a principal, an assistant principal, an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification, or supervisory staff whose job description includes the appraisal of teachers and who is not a classroom teacher. Only in the event of the circumstances identified in subsection (d) of this section may an individual other than a campus administrator act as a certified appraiser.

(c) Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advancing Educational Leadership (AEL) certification. Appraisers without ILT, ILD, or AEL certification before January 1, 2016, may not take ILT or ILD to satisfy this requirement. Periodic recertification and training shall be required.

(d) An individual other than a campus administrator may act as a certified appraiser if:

- (1) the individual has been certified by completing the training required under subsection (c) of this section prior to conducting appraisals; and

(2) in the case where the certified appraiser is a classroom teacher, the certified appraiser:

(A) conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities; or

(B) does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

Source: The provisions of this §150.1005 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1005 issued under the Texas Education Code, §21.351.

§150.1006. Teacher Orientation.

(a) A school district shall ensure that a teacher is provided with an orientation of the Texas Teacher Evaluation and Support System (T-TESS) no later than the final day of the first three weeks of school and at least two weeks before the first observation when:

- (1) the teacher is new to the district;
- (2) the teacher has never been appraised under the T-TESS; or
- (3) district policy regarding teacher appraisal has changed since the last time the teacher was provided with an orientation to the T-TESS.

(b) The teacher orientation shall be conducted in a face-to-face setting during a district's first year of T-TESS implementation and include all state and local appraisal policies and the local appraisal calendar. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the T-TESS specifics and to have their questions answered.

Source: The provisions of this §150.1006 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1006 issued under the Texas Education Code, §21.351.

§150.1007. Alternatives to the Commissioner's Recommended Appraisal System.

(a) District option. A school district that does not choose to use the commissioner's recommended appraisal system must develop its own teacher appraisal system supported by locally adopted policy and procedures and by the processes outlined in the Texas Education Code (TEC), §21.352.

(1) The school district-level planning and decision-making committee shall:

(A) develop an appraisal process;

(B) develop evaluation criteria, including discipline management and performance of the teacher's students; and

(C) consult with the campus planning and decision-making committee on each campus in the school district.

(2) The appraisal process shall include:

(A) at least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c);

(B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and

(C) criteria based on observable, job-related behavior, including:

(i) the teacher's implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title (relating to General Provisions); and

(ii) beginning with the 2017-2018 school year, the performance of teachers' students, as defined in §150.1001(f)(2) of this title.

(3) The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.

(b) Campus option. A campus within a school district may choose to develop a local system as provided in this subsection.

(1) The campus planning and decision-making committee shall:

(A) develop an appraisal process;

(B) develop evaluation criteria, including discipline management and performance of the teacher's students; and

(C) submit the process and criteria to the district-level planning and decision-making committee.

(2) The appraisal process shall include:

(A) at least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c);

(B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and

(C) criteria based on observable, job-related behavior, including:

(i) the teacher's implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title; and

(ii) beginning with the 2017-2018 school year, the performance of teachers' students, as defined in §150.1001(f)(2) of this title.

(3) Upon submission of the appraisal process and criteria to the school district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.

(4) The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee's recommendation, and the superintendent's recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

Source: The provisions of this §150.1007 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1007 issued under the Texas Education Code, §21.351.

§150.1008. District Submissions to Regional Education Service Center.

(a) The superintendent shall notify the executive director of its regional education service center in writing of the district's choice of appraisal system when using an alternative to the commissioner's recommended appraisal system and detail the components of that system by the first day of instruction for the school year in which the alternative system is used.

(b) Each school district shall submit annually to its regional education service center a summary of the campus-level evaluation scores from the Texas Teacher Evaluation and Support System, or the district's locally adopted appraisal system, in a manner prescribed by the commissioner of education.

Source: The provisions of this §150.1008 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1008 issued under the Texas Education Code, §21.351.

For more information, email rules@tea.texas.gov.

Appendix E: T-TESS Rubric



[Stylized Rubric](#)

[Rubric \(Working Copy\)](#)

Access copies using the links above or go to teachfortexas.org

T-TESS RUBRIC

PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflected best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-ORIENTED ACTIONS</p> <p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • All goals and measurable goals aligned to state content standards. • Activities, materials and assessments that: <ul style="list-style-type: none"> • are logically sequenced • are relevant to students' prior understanding and/or world applications • include an effective example from other disciplines • provide appropriate time for student work, student reflection, lesson and lesson closure • describe understanding of transfer and an course objectives • are vertically aligned to state standards • are appropriate for diverse learners • Equitably aligns and equitably sequenced to the lesson's goal, a working retrieval, and working collection of the lesson • Integration of technology to enhance learning of goals 	<p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • All goals are aligned to state content standards. • Activities, materials and assessments that: <ul style="list-style-type: none"> • are sequential • are relevant to students' prior understanding • include other disciplines • provide appropriate time for student work, lesson and lesson closure • contain transfer and cross objectives • are vertically aligned to state standards • are appropriate for diverse learners • All activities, aligned and logically sequenced to the lesson's goal • Integration of technology to enhance learning of goals 	<p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • All goals aligned to state content standards. • Activities, materials and assessments that: <ul style="list-style-type: none"> • are relevant to students • provide appropriate time for lesson and lesson closure • include transfer and cross objectives • are appropriate for diverse learners • All goals are aligned to the lesson's goal • Integration of technology when applicable 	<p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • Part goals aligned to state content standards. • Activities, materials and assessments that: <ul style="list-style-type: none"> • are sequenced • sometimes provide appropriate time for lesson and lesson closure • Issues where objectives are aligned and sequenced to the lesson's goal 	<p>Instructional Planning includes:</p> <ul style="list-style-type: none"> • Few goals aligned to state content standards. • Activities, materials and assessments that: <ul style="list-style-type: none"> • are sequenced • rarely provide time for lesson and lesson closure • Issues where the objectives are aligned and sequenced to the lesson's goal
				<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> • Conferences and Conversations with the teacher • Formative/Summative Workthroughs • Classroom Artifacts • Student Growth Processes

Appendix F: Form A

To: (Teacher) _____

From: (Appraiser) _____

Date: _____

Subject: Schedule Formal Pre-Observation Conference & Formal Observation Date

In TEC §21, a formal, pre-observation conference must be held at a mutually agreed upon time in advance of a formal T-TESS observation. Please return this memo with proposed dates and times within five working days of receipt.

Date

Time

Date

Time

The agreed upon, formal T-TESS observation will be:

Date

Time

In our pre-observation conference, the following will be discussed:

- All related Dimensions in Domain I: Planning
- All related Dimensions in Domain II: Instruction
- All related Dimensions in Domain III: Learning Environment
- All related Dimensions in Domain IV: Professional Development
- Your lesson plan for the scheduled observation and your expected outcomes
- Student Learning Objective (SLOs)

Please bring your lesson plan, related materials, and your calendar to the pre-observation conference. The post-observation conference will be scheduled for a mutually agreed upon time during our meeting.

Appraiser's signature _____

Date _____

Teacher's signature _____

Date _____

The appraiser should keep the original signed memo. A copy should be given to the teacher with a confirmed appointment. This memo must be given to the teacher three days prior to the conference.

Appendix G: Form B

To: (First Appraiser) _____

From: (Teacher) _____

Date: _____

Subject: Teacher Request for Appeal of T-TESS Observation Outcomes
(For First Campus Appraiser Review)

Grade Level: _____ Content Area: _____

I am requesting that my formal T-TESS observation be reviewed by my appraiser. Stated below is the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation.

My post-observation conference was held on: _____ (Date)

In the space provided, please describe the observation discrepancy, evidence of performance, and expected outcomes of observation: (Please add additional pages, as needed)
_____ This *Request for Appeal of T-TESS Observation Outcomes* is within the five (5) working-day period following my post-observation **conference** (first appraiser), during which time I may request an appeal.

Send *Request for Appeal of T-TESS Observation Outcomes* to your appraiser within five (5) working-day period following your post-observation conference.

Signature

Appendix H: Form C

To: Executive Director, Professional Learning & Innovation

From: _____

Date: _____

Subject: Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal

Grade Level: _____ Content Area: _____

I am requesting that my formal T-TESS observation be reviewed by a second campus appraiser. I am also requesting that a second appraiser be assigned to conduct a second formal observation of me in the event of non-agreement of the review process by the second T-TESS appraiser on my campus.

My post-observation conference was held on: _____ (Date)

My post-observation **appeal** conference was held on: _____ (Date)

My first appraiser was: _____ (Name)

My second campus appraiser/reviewer was: _____ (Name)

On a separate page, please describe the observation discrepancy, evidence of performance, and expected outcomes of observation.

I prefer to be contacted at the following number: _____

_____ This *Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal* is within the ten (10) working-day period following my **post-observation conference**, during which time I may make this request.

_____ I have provided the principal/and appraiser a copy of this memo.

Signature

Send *Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal* via School Mail, Email or U.S. Mail to:

Lezley Lewis, PhD, JD

Executive Director – Professional Learning & Innovation

FWISD Professional Development Center

3150 McCart Avenue, Suite 107

Fort Worth, Texas 76110

Lezley.Lewis@fwisd.org

Appendix I: Form D

To: (Principal and Appraiser) _____

From: (Teacher) _____

Date: _____

Subject: Request for Waiver of Scheduled Observation due to Unforeseen Circumstances

Grade Level: _____ Content Area: _____

I am requesting that my formal T-TESS observation be rescheduled due to unforeseen circumstances.

My formal observation was scheduled for: _____
(Date and Time)

In the space provided, please describe the reason for the need to reschedule your formal T-TESS observation. This is a one-time waiver and may not be used for subsequent, scheduled observations.

“I acknowledge that I may not use this Waiver of Scheduled Observation due to Unforeseen Circumstances for subsequent, scheduled observations. I understand that this is a one-time request for this school year. I also understand that a new pre-observation conference and observation will need to be rescheduled with my appraiser”

Signature

Please provide Request for Waiver of Scheduled Observation due to Unforeseen Circumstances to your principal and appraiser prior to the scheduled observation.

Appendix J: Form E

**Fort Worth Independent School District
2017-2018 T-TESS Form E
Request for Waiver of Scheduled Observation & Acknowledgement of Eligibility**

To: (Principal and Appraiser) _____

From: (Teacher) _____

Date: _____

Subject: Request for Waiver of Scheduled Observation and Acknowledgement of Eligibility

Grade Level: _____ Content Area: _____

I am requesting that my formal T-TESS observation be waived for 2017-2018 and verify my eligibility based on the following:

1. I am employed on an educator term or continuing contract, other than a retire/rehire contract.
2. I am assigned to a position in which a principal or assistant principal is the teacher's supervisor.
3. I serve on a campus that has not been rated "improvement required" on the basis of state standards.

I acknowledge that I understand that this is a one-time waiver for the school year 2017-2018. I understand that I must participate in the Student Learning Objectives (SLOs) and Domain 4.

Signature

Appendix K: SLO Process Overview



SLO Process Overview

Vision Statement

The Student Learning Objective (SLO) Model in Texas provides a framework for continuous dialogue between students, teachers and principals to support teacher development and student growth throughout the year.

Guiding Principles

- Support Growth and Development: Provide a meaningful framework to support student growth and teacher development.
- Support Local Autonomy: Provide flexibility for districts, campuses, and classrooms to adapt as needed.

Design Attributes

- Instructionally Valuable: Support educators to make responsive instructional decisions throughout the year.
- Standards-Aligned: Address academic standards that are critical to student learning.
- Equitable: Meet the unique needs of all students and teachers.
- Transparent: Be clear, concise and easily understood.
- Manageable: Be easily incorporated into and enhance existing methods for measuring student learning.

Overview

The Texas Teacher Evaluation and Support System, Student Growth, and SLOs

The Texas Teacher Evaluation and Support System (T-TESS) was created by an educator steering committee comprised of teachers, principals, and representatives from higher education and educator organizations with a goal to support teachers in Texas with on going feedback and development to continually improve teacher practice.

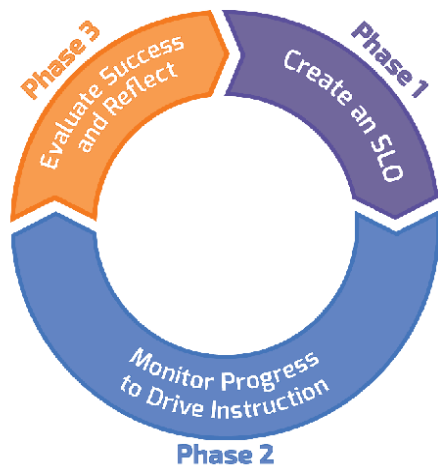
The goal of T-TESS is to be a formative system, providing a framework for ongoing conversation and feedback to support teachers and students. In order to provide holistic support for teachers, T-TESS is comprised of three measures of teacher effectiveness. The three measures are:

- Classroom Observation
- Goal-Setting & Professional Development Plan, and
- Student Growth

The focus of this overview is on Student Learning Objectives (SLOs), one option for measuring Student Growth as part of T-TESS or a locally developed appraisal system.

What are Student Learning Objectives?

Excellent teachers regularly set learning goals for their students and use a variety of data sources to monitor progress towards these goals throughout the year so that they can refine strategies to best meet the needs of their students. The Student Learning Objective process aims to capture this best practice.



Student Learning Objectives, or SLOs, are student growth goals set by teachers to help them plan instruction and drive student learning throughout the year. Setting learning goals and measuring student progress allows educators to better understand their students' strengths and how best to support student growth. These goals help teachers define what success looks like for their students and plan backwards to ensure that instruction is purposefully guiding teachers and schools toward a common vision of success.

Why use Student Learning Objectives as a Measure of Student Growth?

SLOs drive both teacher practice and student learning by strengthening instruction. The use of SLOs has been associated with improved student outcomes on standardized assessments. Teachers crafting SLOs report improved understanding of how to use data to determine student needs and to measure progress toward goals. SLOs encourage collaboration among teaching peers as well as between teachers and their appraisers. SLOs also encourage the adoption of a long-term vision for student learning and contribute to more meaningful discussions about vertical planning.

For teachers, SLOs are often seen as a growth measure that provides specific feedback about which instructional strategies and choices prove effective with particular students. The process prompts deliberate thinking about what decisions a teacher makes and why he or she makes them. They enable teachers, in collaboration with their appraisers, to assess their strengths and weaknesses, such as analyzing data or linking instruction to standards. Those insights then allow for specifically tailored professional development, improvement of instruction, and, ultimately, improved student learning.

SLO Process

Process Overview and Planning Considerations

The Student Learning Objective process should be used throughout the school year to help teachers plan backward from an end vision for student success. This process helps encourage regular conversations and collaboration between teachers, students and appraisers in order to ensure that instruction facilitates students' progress toward growth goals.

The SLO process represents a continuous cycle of improvement embodied in strong teaching practice. Teachers and their appraisers will use SLOs to design strategies to meet their goals for student success, beginning with planning and leading to thoughtful instructional design and delivery. Throughout the year, teachers will collect evidence of student learning and adjust instruction accordingly. At the end of the cycle, teachers will reflect on outcomes and prepare for next cycle of growth and improvement.

For ease of understanding, we have grouped the SLO process into three key phases to define the sequence of actions to be taken.



Phase 1: Create a Student Learning Objective

The first phase focuses on purposeful planning of instruction. At the beginning of the course, teachers work with each other, their appraisers, and other support staff to identify the SLO focus, create an instructional plan, and identify where their students are academically at the beginning of the course as well as expectations for growth. During this phase, teachers will develop and articulate a clear vision of success and strategies to be used to achieve this vision.

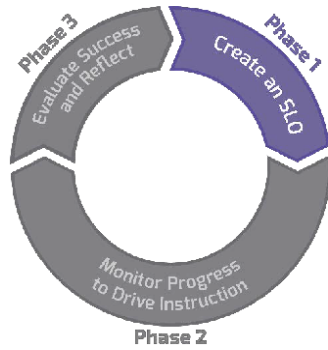
Phase 2: Monitor Progress to Drive Instruction

After the Student Learning Objective is completed and approved by the appraiser, teachers will work with each other and their appraiser, engaging in ongoing dialogue about progress toward goals. These discussions will also be opportunities for teachers to receive feedback and support, and to develop strategies to adjust instruction based on how students progress. SLO processes will be integrated into existing support frameworks at each school, improving efficiency in implementation.

Phase 3: Evaluate Success and Reflect

This last phase takes place at the end of the course and includes a conversation between the teacher and his or her appraiser regarding students' overall progress throughout the year. This conversation results in an overall student growth rating based holistically on how well the teacher engaged in the SLO process and how well students have met growth targets in the course. The final conversation is designed to help teachers and appraisers reflect on student progress and teacher practice throughout the course in order to prepare for the following year.

Phase 1: Create a Student Learning Objective



Phase 1 will occur over the first 1-2 months of school for yearlong courses, or in the first 3-4 weeks for semester courses. During Phase 1, teachers will work to develop Student Learning Objective(s) for one or more selected courses. During this phase, teachers will identify what foundational skill(s) to cover in the SLO and where the teacher's students are with the skill(s) upon entering the course. Once this is determined, the teacher then looks at other data to determine where students should be at the end of the course with the identified skill(s) if the teacher provides effective instruction. The teacher then plans on what instructional strategies would best meet the needs of students so that they can reach their growth targets.

See below for a sample of identified skills articulated in an SLO statement and a beginning-of-year student skill profile.

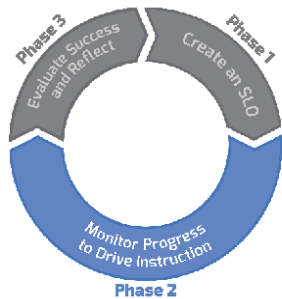
SLO Skill Statement Sample	
8 th Grade Social Studies	Critical Thinking: Students will use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.

Initial Student Skill Profile (Science Grade 7)		
SLO Skill Focus	<i>Students will be able to design, and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.</i>	
Level	Descriptors	Number of Students in this level
Well above typical	<i>Student is able to follow directions to complete an experiment independently, answer a series of questions about the outcome of the experiment accurately supporting with evidence from the study, as well as draw reasonable conclusions from the outcome.</i>	
Above typical	<i>Student is able to follow directions to complete an experiment requiring minimal assistance from the teacher, and answer a series of questions about the outcome of the experiment accurately most of the time, supporting with evidence collected.</i>	
Typical	<i>Student is able to follow directions to complete an experiment with assistance from the teacher and answer a series of questions about the outcome of the experiment accurately most of the time.</i>	
Below typical	<i>Student is able to follow directions to complete and experiment with close supervision from the teacher, and makes an effort to answer questions about the outcome of the experiment, although not always accurately.</i>	
Well below typical	<i>Student has difficulty following directions to complete an experiment even with the assistance of the teacher and makes only a minimal attempt to answer questions about the outcome of the experiment.</i>	

Once the Initial Student Skill Profile is developed, teachers will determine which descriptor best matches the students in the current class. And, to identify expectations for students, a Targeted Student Skill Profile is developed to describe teachers' expectations for student performance levels on the skills identified for focus in the SLO. This profile describes your expectations for students' growth in the foundational skill identified in the SLO Skill Statement. By definition, the descriptors will not match those in the Initial Skill Profile – because students would have grown and developed over the course of the SLO. Those Initial Skill Profile phrases that would have described their performance at the beginning of the SLO should no longer fit. Their performance should be more refined at the end of the interval, the tasks they are asked to do would be more challenging, and your expectations for how they should perform will be higher.

Targeted Student Skill Profile (Science Grade 7)	
SLO Skill Focus	<i>Students will be able to design, and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.</i>
Level	Expectations
Well above typical	<i>Students develop and implement novel approaches for investigating a variety of topics using laboratory and technology tools, including devising testable hypotheses, determining the meaning of the outcome, and drawing conclusions using data tables, graphs, and descriptive statistics to explain the outcome. Lab reports are well-written and offer insight into additional experiments that could bring deeper understanding of the topic.</i>
Above typical	<i>Students plan and develop experiments for investigating a variety of topics using laboratory and technology tools, including devising testable hypotheses, determining the meaning of the outcome, and drawing conclusions citing evidence to support findings. Lab reports are well written follow the protocol provided.</i>
Typical	<i>Students plan and implement experiments using a variety of laboratory and technology tools to investigate key topics discussed, including devising testable hypotheses, determining the meaning of the outcome of the experiment and drawing reasonable conclusions. Lab reports protocols are followed.</i>
Below typical	<i>Students plan and implement experiments with direct guidance from the teacher using a variety of laboratory and technology tools to investigate key topics discussed, including following directions to determine appropriate hypotheses, and interpreting the outcome with coaching. Conclusions may not be accurate. Attempt is made to follow lab protocols.</i>
Well below typical	<i>Students must be guided through the development and implementation of experiments, use laboratory and technology tools with some difficulty to investigate key topics as assigned, and require considerable coaching to determine hypotheses. Outcome interpretation and conclusions are often incorrect. Student attempts to follow the lab</i>

Phase 2: Monitor Progress to Drive Instruction

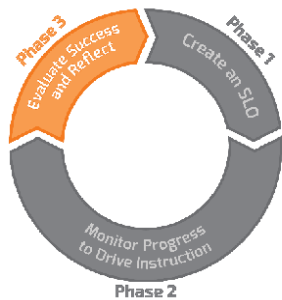


Phase 2 is designed to last throughout the majority of a course and aligns with best practices in teaching as captured throughout the T-TESS observation rubric, principally within the three dimensions “Standards and Alignment (1.1),” “Data and Assessment (1.2),” and “Monitor and Adjust (2.5).”

During Phase 2, teachers continuously engage in a cycle that includes planning, instruction, evidence collection, analysis, and reflection in order to further student learning.

If possible, teachers should plan regular reflection and discussions with their colleagues regarding student progress towards their SLO during the year. Teachers should spend time discussing their progress towards SLOs, sharing successful instructional strategies, and helping each other plan for future instruction. These check-ins should be planned around existing team meetings whenever possible. Appraisers will also meet with teachers at the midterm (ideally during a post-observation conference) to review the progress students have made and receive feedback and support prior to the end-of-year conference.

Phase 3: Evaluate Success and Reflect



In Phase 3 (near the end of the course), the appraiser and teacher will meet to discuss progress throughout the year and overall student growth, using the SLO Skill Profile, Student Growth Tracker, and the SLO Rating Rubric. It is recommended that this discussion is integrated with the appraisal end-of-year conference, but these can also be scheduled separately.

Teacher Self-Reflection

- Teachers will collect any final evidence of student growth, assessment student work, and using the Targeted Student Skill Profile, complete the Student Growth Tracker.
- Teachers reflect on progress with students throughout the year:
 - Which students met growth targets?
 - What instructional strategies worked best for them?
 - Which students didn't meet growth targets?
 - What instructionally could be improved to better impact students like this moving forward?
 - What will you do differently the next time you teach this skill?
- Teachers will gather any student work or other evidence to demonstrate growth to support the conversation.
- Prior to meeting, teachers should submit the following items along with any supplementary materials to the appraiser:
 - The completed Student Learning Objective, including the SLO Skill Profile, and Growth Tracker.
 - Any (optional) relevant prior progress discussion notes with teams or appraiser.
 - Any final evidence of student growth, particularly pointing to why students ended where they did.

Appraisers Review Materials

- Prior to the end-of-year discussion, the assigned appraiser reviews the SLO Rating Rubric along with the teacher materials submitted.
- Appraisers should carefully consider the evidence provided and identify any questions about progress made toward SLOs or areas that may need further information prior to the discussion.
- Appraisers will use the rubric shown below, along with the evidence of student growth, and conversations throughout the year to determine the final rating.

SLO Rating Rubric	
Distinguished	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a high quality SLO (above level three on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed • All or almost all students demonstrated targeted growth • Most students exceeded targeted growth
Accomplished	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a quality SLO (above level two on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made adjustments to strategies, as needed • Most students demonstrated targeted growth • Some students exceeded targeted growth
Proficient	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a quality SLO (above level two on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made some adjustments to strategies • Most students demonstrated targeted growth
Developing	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted an adequate SLO (level two on the Quality Tool) • Teacher has set student growth goals that reflect adequate expectations for students • Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success • Some students demonstrated targeted growth
Improvement Needed	<p>Few or none of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted an adequate SLO (level two on the Quality Tool) • Teacher has set student growth goals that reflect adequate expectations for students • Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success • Some students demonstrated targeted growth

A Few Additional Keys to SLOs

As districts get familiar with the state SLO process, please keep in mind what SLOs are not:

- Subtracting a beginning-of-year skill level from an end-of-year skill level
- Mathematical or mathematically precise
- Numerically standardized across a campus or district
- Focused on traditional testing

Estimation

The SLO process should allow for each teacher to tailor growth targets to his or her specific student population. The SLO process also necessarily entails estimation rather than measurement precision. Teachers estimate their students' skill level at the beginning of the year based on multiple data sources. Teachers estimate how students should progress, if instruction is effective, over a particular academic period. Teachers estimate how far their students have progressed by the end of the course based on demonstrations of student skill. Because of these considerations – the necessary contextualization of SLOs and the estimation throughout the process – the SLO process is least valuable to instructional improvement when primarily implemented to produce a single score, rating, or result. Rather, it is the process of crafting, monitoring, and reflection on student learning that provides both teachers and appraisers with valuable learning and opportunities for feedback and support.

Appraiser Interaction

For Appraisers, interaction with the SLO process should focus on how teachers think. In that sense, conferences with teachers should focus on having teachers walk appraisers through the teacher's thought processes in determining the skill focus, in synthesizing data to determine where a student is at the beginning of the course, in determining where a student should be at the end of the course, and why one student may require different instructional strategies from another student. It's not necessary that an appraiser review how accurately a teacher treated each student covered in an SLO – talking through a handful of samples at the beginning, middle, and end of the year should provide sufficient evidence for appraisers.

One of the most important and beneficial actions an appraiser can take in facilitating the SLO process is to provide for time, at least once a month, for teachers to come together to discuss their SLOs, their students' progress, and their instructional adjustments in response to data (both formal and informal). This keeps the SLO process alive during the school year and encourages consistent reflection on the part of teachers.

Appendix L: SLO Example

<http://teaslo.pilot.com>
 Password: SLOsupport
 >>Resources

Document 11A

Student Learning Objective Form 2016-2017

Teacher Name	Penny Jones	Date	1/1/16
School	Central Middle School	Appraiser Name	Dr. Kennedy
Grade	Grade 8	Subject area	ELA

Step 1: What is the focus for my SLO?

a. Identify the content area or subject area for focus in the SLO.
English language arts, writing

b. What is/are the most important skills that my students need to be able to do when they finish this course?
Students need to be able to read, comprehend, summarize, and draw conclusions from informational texts.

c. If you have identified multiple skill(s) as equally important, what historical data did you review to identify one or two skills for focus? What did that data indicate?
This really involves multiple skills but they are all intertwined, so our grade level team decided to review additional data. We were able to collect historical evidence from our grade-level colleagues as well as the 9th grade teachers that students are not able to demonstrate these skills, either separately or together. And, the lowest performing reporting category on STAAR results has traditionally been "Understanding Informational Texts". High school courses will build off of these skills. Therefore, this emphasis now is an essential step to prepare our students to be college and career ready. Mastering these skills will be important for the STAAR assessments, as well.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;

(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;

(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) write a multi-paragraph essay to convey information about a topic that:

(i) presents effective introductions and concluding paragraphs;

(ii) contains a clearly stated purpose or controlling idea;



(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

(iv) accurately synthesizes ideas from several sources; and

Commented [A1]: This SLO is demonstrating a team approach. We should remember that team SLOs are permitted in year 1, but after that teachers will decide on an area of focus with their appraiser. However, we should emphasize the value of the team in the first year, as roles are learned and how to "do" and SLO is mastered.

Commented [A2]: The teacher is to be commended for mentioning vertical planning as well as college readiness in justification for the selection of this particular content area. On the quality rubric, this Step would rate in the highest box.

Commented [A3]: Although some may argue that this content is too broad, if students read and write responses, it is logical that both general standards are included in the SLO. Both skills will be required to complete the tasks assigned.

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(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs

Commented [A4]: Note that this teacher listed the standards verbatim. That will assist the appraiser in reviewing the SLO. However, it is acceptable for the teacher to list the TEKS numbers. In that case, the teacher should be prepared to share the TEKS with the appraiser when the SLO is approved.

Step 2: What do I think my students will be able to do?
 Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		Number of students in this level
Level	Descriptors	
Well above typical	Students respond accurately to all of the questions, with minimal errors in understanding. Attempts are made to reference the text with appropriate citations, although the connection is not always clear. Written responses are coherent and organized.	1
Above typical	Student provides responses to most of the questions, with some misunderstandings present in conclusions drawn, and texts are referenced in general terms. Responds in sentences with an attempt made to organize the response in a coherent essay.	4
Typical	Student provides partial responses to some of the questions, but responses are minimal and indicate some misunderstanding, and they do not cite evidence to support their claims. Responds in disjointed sentences with some structure to the answers.	12
Below typical	Students provide answers to a few of the questions, but responses are minimal, indicating clear misunderstanding of the reading and they do not cite evidence to support their claims. Responds in sentences but coherence of response is not clear.	2
Well below typical	Students do not provide accurate answers to the questions, clearly misunderstand the texts, do not cite evidence from the texts to support their conclusions. Responses are sentence fragments.	2

Commented [A5]: Note that it could be difficult to differentiate between these level and the one below. This is due to the use of words such as "some" and "a few". An appraiser may be able to resolve the intention of that wording in the conference.

- a. Who will be included in your SLO? *Elementary classroom teachers: Select your entire class. Elementary departmentalized teachers or secondary teachers: identify the targeted class (class, grade and subject). If more than one period/block is to be included in the SLO, indicate which ones will be included. Gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.*
This is my fourth block English class.
- b. Match your current students to the descriptions in the Initial Student Skill profile.
- i. List the total number of students at each level in the right hand column above, and
 - ii. Record the level for each individual student on the Student Growth Tracker.
 - iii. Check here when both tasks are completed: ✓



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c. What student work did you use to map students to the Initial Student Skill Profile?
Students were given a common assessment developed by the 8th grade ELA teachers with the assistance of colleagues of other subjects. The assessment required students to refer to and pull evidence from sources to justify and support their answers. A scoring guide/rubric was developed for the assessment by the same group of teachers and was modeled after the AP® Synthesis Scoring Rubric that will be used in HS. After all of these data were gathered, we met as a team, reviewed the sources and placed all of our students in one of the 5 levels.

Commented [A6]: On the Quality Tool, this step would be rated near the bottom, at a 2. This is because a single data source was used to place students in levels. This SLO could be improved by adding an additional data source and by clarifying the differences between the levels, as cited above.

Step 3: What are my expectations for these students?

a. Use information about how students mapped to the Initial Student Skill Profile to describe how, as a whole, students are expected to progress. In other words, what are your expectations for what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below.

Commented [A7]: This SLO could be improved if the teacher had clarified how scoring on the 10-point rubric was translated into the scale of the Initial Student Skill Profile.

The profile should describe your expectations for students' performance at the end of the interval. For example, the description at the middle level describes what you expect of the typical student at the end of the interval.

Targeted Student Skill Profile

Well above typical	<i>Students respond to all or almost all of the questions accurately, citing evidence from the text to support their decisions, with clear arguments supporting connections to the text. Written responses indicate a deep understanding of the texts and ability to draw connections between the readings and content from outside sources.</i>
Above typical	<i>Students respond accurately to all of the questions with rare errors in understanding. Texts are referenced with appropriate citations, and the connections are clear. Written responses are coherent, organized, and present the arguments cogently.</i>
Typical	<i>Students respond accurately to all of the questions, with minimal errors in understanding. Attempts are made to reference the text with appropriate citations, although the connection is not always clear. Written responses are coherent and organized.</i>
Below typical	<i>Student provides responses to most of the questions, with some misunderstandings present in conclusions drawn, and texts are referenced in general terms. Responds in sentences with an attempt made to organize the response in a coherent essay.</i>
Well below typical	<i>Student provides partial responses to some of the questions, but responses are minimal and indicate some misunderstanding, and they do not cite evidence to support their claims. Responds in disjointed sentences with some structure to the answers.</i>

Commented [A8]: This profile does describe differing levels of performance expected as a result of focusing on this content. However, it could be difficult to differentiate levels due to the use of phrases like "most" or "almost all". The teacher could define this further, basing those values on numbers of questions correct. An appraiser would want to note that even at the highest level, students are still making errors. This would be a point of discussion but ultimately should not be an issue because students are seldom correct 100% of the time on every task.

b. Use available data on your current students (e.g., attendance, grades in relevant course, early student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

Check here when complete: ✓

Commented [A9]: On the Quality Tool, this section would fall at the mid-point. Expectations are for all students to grow, but this may not qualify for high growth. There is some question about whether the measures provided require students to use higher order thinking skills for a significant portion of the items.

c. What evidence will you use to establish students' growth the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.
We have developed a second assessment which follows a similar pattern to the common assessment. We did this in grade level PLC. Obviously, the readings and questions will be different, but they were



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chosen to reflect a similar reading level and estimated level of interest for students. See the sample measure attached.

Step 4: How will I guide these students toward growth?

a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group?
We will be able to differentiate the readings to reflect the appropriate challenge level. Our strongest readers are reading well beyond grade level and we have several selections lined up for them. In addition, these students will be asked to complete some research on their own, to augment those readings we offer to them. For the lowest performing students, we are working with our Special Education teacher to provide additional one-on-one time. All but 1 of them qualify for that assistance. I will work directly with these students, and particularly the one who does not receive special services to determine where their difficulties lie and to model questioning and organizational strategies for effective reading.

b. What strategies will you use to monitor progress? If the district has a standard process in place, simply note that is the case.
Data will be collected on a regular basis as Synthesis responses are completed on the alternative Wednesdays. We will score the responses and help students diagnose for themselves what kinds of questions they are most likely to miss or misunderstand. This will help us guide students with additional strategies such as graphic organizers or more effective use of questioning in the classroom to guide students to more effective reading comprehension habits. The collaborative groups will provide another opportunity to observe students and determine their areas of strength and weakness.

c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet?
We are doing this SLO as a team, with all 3 8th grade ELA teachers using a similar SLOs. That will include Mr. Hendricks, Ms. Gutierrez and myself. We meet as a team on Wednesdays, and will review progress weekly.



Step 5: Student Learning Objective Review & Approval
 By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objective Plan, above.

Teacher Signature		Date of submission	
Appraiser Review		Date	
		Decision	<input type="checkbox"/> Revise and resubmit <input type="checkbox"/> Approved
Resubmission Date		Appraiser Signature	

Commented [A10]: It is not required that assessments be attached. However, this does help the appraiser understand the measure and improve their ability to judge whether it is aligned with the content specified.

Commented [A11]: The appraiser might ask the teacher about the strategy for high performing students: How will this help improve their ability to synthesize the readings? And, there could be more clarity around the strategies for lower performing students.

Commented [A12]: On the Quality Tool, this SLO would rate at the midpoint. It is not clear how the teacher would adjust instruction based on the formative assessments.

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Additional comments		Final Decision	<input type="checkbox"/> Approved
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Sample Excerpt – Grade 8 ELA SLO

Note: Each item 1-7 is scored on a 5 point scale based on a scoring guide; the essay is graded using the rubric attached

Comparison of Three Women: Angelina Grimke, Dorothea Dix, Sojourner Truth.¹
 All speeches were obtained from the book, Our Nation’s Archive: The History of the United States in Documents. Edited by Erik Bruun and Jay Crosby. Copyright, 1999 by Black Dog & Leventhal Publishers, Inc.

Source A-Angelina Grimke:
Background: Angelina Grimke gave the following speech at the National Anti-Slavery Convention in 1838. She was a Quaker, born in South Carolina. She published such pamphlets as, “An Appeal to the Christian Women of the South”. She also co-wrote a book, “American Slavery as It Is: Testimony of a Thousand Witnesses”.



“...As a Southerner, I feel that it is my duty to stand up here tonight and bear testimony against slavery. I have seen it! I have seen it! I know it has horrors that can never be described. I was brought up under its wing. I witnessed for many years its demoralizing influences and its destructiveness to human happiness. I have never seen a happy slave. I have seen him dance in his chains, it is true, but he was not happy. There is a wide difference between happiness and mirth. Man cannot enjoy happiness while his manhood is destroyed. Slaves, however, may be, and sometimes are mirthful. When hope is extinguished, they say, “Let us eat and drink, for tomorrow we die.”.....It is remarked in England that women did much to abolish slavery in her colonies. Nor are they now idle...When the women of these states send up to Congress such a petition our legislators will arise, as did those of England, and say: “When all the maids and matrons of the land are knocking at our doors we must legislate.” Let the zeal and love, the faith and works of our English sisters quicken ours; that while the slaves continue to suffer, and when they shout for deliverance, we may feel the satisfaction of ‘having done what we could.’”

1. To whom is this speech directed? Men or women, Northerners or Southerners?
2. In what way does Grimke tell her audience to try to abolish slavery?
3. How does she compare the colonies to England?

Source B-Dorothea Dix.
Background: Dorothea Dix was a person who raised awareness of the mentally ill in Pre Civil War America. Because of her actions, Congress passed an act that allocated 12.2 million acres of public land among the states to create institutions for the insane and deaf. President Pierce would veto the bill because in his words federal aid would bring an end to state and local “fountains of charity.” This speech is from her 1843 petition to the Massachusetts Legislature.

¹ Adapted from Material presented by Cassie Hill, Boone Middle School retrieved 7/8/14 from <http://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/documentquestions/c-ComparisonOfThreeWomen-Hill.pdf>

Commented [A13]: Many of the items on this assessment are low in cognitive demand. An appraiser might suggest that the assessment be revised to include more measures such as Item 8, which does require more complex thinking and writing to respond appropriately.

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"...I proceed briefly to explain what has conducted me before you unsolicited and unsustained, trusting, while I do so, that the memorialist will be speedily forgotten in the memorial. I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane, and idiotic men and women: of beings sunk to a condition from which the most unconcerned would start with real horror; of beings wretched in our prisons, and more wretched in our almshouses.the following extracts from my notebook and journal: Springfield....one lunatic women, furiously mad ...a state pauper...It is a case of extreme self-forgetfulness and oblivion to all the decencies of life, to describe would be to repeat only the grossest scenes....Concord: A woman from the hospital in a cage in the almshouse. In the several, decently cared for in general, but not properly placed in a prison. [She is] violent, noisy, unmanageable most of the time. Lincoln: A woman in a cage. Medford One idiotic subject chained and one in a close stall for seventeen years. Pepperell. One often doubly chained, hand and foot; and another violent; several peaceable now. Brookfield. One man caged, comfortable. Granville. One often closely confined; now losing the use of his limbs from want of exercise. Charlemont. One man caged. Savoy. One man caged ...Dedham. The insane disadvantageously placed in the jail. In the almshouse, two females in stalls, situated in the main building, lie in wooden bunks filled with straw; always shut up. One of these subjects is supposed curable. The overseers of the poor have declined giving her a trial at the hospital, as I was informed, on account of expense..."

4. What is Ms. Dix describing in this speech?
5. What is her goal in giving the speech to the Legislature of Massachusetts?

Source C-Sojourner Truth:

Background: Sojourner Truth was a slave in New York, but was emancipated in 1827. She became an evangelist who preached religious and abolitionist ideas. She also was one of the few African American women who joined the women's movement in securing the right to vote. This speech was given at the 1851 Ohio Women's Rights Convention in Akron, Ohio.

"Well, children where there is so much racket there must be something out of kilter. I think that twixt the Negroes of the South and the women of the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about? That man over there says that women need to be helped into carriages and lifted over ditches and to have the best place everywhere. Nobody ever helps me into carriages, or over mud puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm. I have plowed and planted and gathered into barns, and no man could head me! And ain't I a woman? I could work as much as eat as much as a man-when I could get it-and bear the lash as well! I have borne thirteen children and seen them most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman? Then they talk about this thing in the head-- what's this they call it? [Someone tells her, "intellect"]That's it, honey. What's that got to do with women's rights or Negro's right? If my cup won't hold, but a pint, and yours holds a quart, would you be mean not to let me have my little half-measure full? Then that little man in black there, he says women can't have as much rights as men, cause Christ wasn't a woman! Where did your Christ come from? From God and a woman!! Man had nothing to do with him. If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them. Obligated to you for hearing me, and now old Sojourner ain't got nothing more to say."

6. How does Truth use herself to convey how she feels about women's rights?



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7. What do slavery and women’s rights have in common, according to Truth’s speech?

Using the information gained from the sources and your own background knowledge, write a well-organized essay answering the following question:

8. **Question: Compare and contrast Angelina Grimke, Sojourner Truth, and Dorothea Dix in regard to their background, the causes they fought for, and the views they held.**

Rubric Scoring for the Analysis of the Essays (modeled after the AP Synthesis Essay Rubric)

Score	Description
9	Responses earning a score of 9 meet the criteria for a score of 8 but with a more sophisticated synthesis of the sources and strong control in the writing.
8	Response defends a position and is qualified by synthesizing content in the sources, citing all 3 of the sources clearly. The arguments presented are convincing and the text cited support the response. Writing is coherent and well-organized.
7	Responses earning a score of seven meet the criteria for a score of 6 but with a more mature writing style and greater planning in the response.
6	Response defends a position and is qualified by synthesizing content in the sources, citing at least 2 of the sources clearly. The arguments presented are generally convincing and the text cited provide some support for the response. Writing contains some errors but is generally clear.
5	Responses earning a score of five meet the criteria for a score of 6 but with weaker links between the citations and the response, and errors in language are somewhat more significant.
4	Response attempts to present a position and cites at least one of the sources clearly and accurately but misunderstanding of content is apparent. Writing contains considerable errors to make reading difficult.
3	Responses earning a score of 3 meet the criteria for a score of 4 but with less understanding of the sources, and less development of the position, as well as writing skill.
2	Response includes general references to the sources but no direct citation. No coherent positions are presented and little or no attempt is made to support content with citations from the text. Writing includes considerable grammatical and structural errors, to make meaning unclear.
1	Response is overly simplistic, does not include citations, and meaning of writing is difficult to interpret.
0	No response was submitted.

Commented [A14]: This rubric will be used both for the Initial Student Skill Profile level and the Targeted Level. An appraiser may wish to ask the teacher how the short answers and essays are graded using this rubric, and may suggest bringing a sample of student work for review.



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Student Growth Tracker

Student Name	Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress check-in #1	Progress Check-in #2	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Level Represent Expected Growth?
Andrew Adamson	WB	T					
Bartholmew Benton	AT	T					
Caroline Carter	T	T					
David Daniels	T	T					
Eugene Edwards	T	T					
Fernando Fells	T	T					
Gina Gill	WA	AT					
Haley Hammond	T	T					
Ignatius Inouye	AT	AT					
Jacob Jenkins	BT	T					
Kaylee Kendall	T	AT					
Lauretta Link	AT	T					
Manuel Mendoza	T	T					
Nancy Nance	BT	BT					
Ophelia Owens	WB	T					
Penelope Pender	T	AT					
Quentin Quinonez	T	T					
Rachel Rankin	AT	T					
Sandra Sanderson	T	AT					
Tim Torrance	T	AT					
Ulani Underwood	T	T					

Commented [A15]: To understand growth goals set, an appraiser must review this section of the SLO. One strategy for the conference may be to ask about particular students and why the targets were set as they were. For example, why are the targets for Ignatius and Rachel different, even though they started in the same place?

WA=Well above typical; AT=Above typical; T=Typical; BT=Below typical; WB=Well below typical



Appendix M: Growth Tracker

<http://teaslo pilot.com> | Password: SLOsupport | Resources



Student Growth Tracker							
Teacher:							
Course:							
Student Name	Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-in #1	Progress Check-in #2	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1
2
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Appendix N: Rating Rubric

SLO Rating Rubric – Option 1

Distinguished (5)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a high quality SLO (above level three on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed • All or almost all students demonstrated targeted growth • Most students exceeded targeted growth
Accomplished (4)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a quality SLO (above level two on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made adjustments to strategies, as needed • Most students demonstrated targeted growth • Some students exceeded targeted growth
Proficient (3)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a quality SLO (above level two on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made some adjustments to strategies • Most students demonstrated targeted growth
Developing (2)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted an adequate SLO (level two on the Quality Tool) • Teacher has set student growth goals that reflect adequate expectations for students • Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success • Some students demonstrated targeted growth
Improvement Needed (1)	<p>Few or none of the following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted an adequate SLO (level two on the Quality Tool) • Teacher has set student growth goals that reflect adequate expectations for students • Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success • Some students demonstrated targeted growth

Appraiser Comments:

Appraiser Signature: _____ Date: _____

Teacher Signature _____ Date: _____

The table below provides guidance for locating evidence to support evaluation of teachers' effectiveness on the criteria included in the rubric.

Rubric Criteria	Supporting evidence location
Quality of an SLO	Review of the SLO using the SLO Quality Tool
Expectations for students	Steps 4 and 5 on the template and the Student Growth Tracker
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval



SLO Rating Rubric – Option 2

Distinguished (5)	<p>All of the following have been accomplished:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool) <input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students <input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed <input type="checkbox"/> All or almost all of students demonstrated targeted growth <input type="checkbox"/> Most students exceeded targeted growth
Accomplished (4)	<p>Four of the following have been accomplished:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool) <input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students <input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed <input type="checkbox"/> All or almost all of students demonstrated targeted growth <input type="checkbox"/> Most students exceeded targeted growth
Proficient (3)	<p>Three of the following have been accomplished:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool) <input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students <input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed <input type="checkbox"/> All or almost all of students demonstrated targeted growth <input type="checkbox"/> Most students exceeded targeted growth
Developing (2)	<p>Two of the following have been accomplished:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool) <input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students <input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed <input type="checkbox"/> All or almost all of students demonstrated targeted growth <input type="checkbox"/> Most students exceeded targeted growth
Improvement Needed (1)	<p>One or none of the following have been accomplished:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool) <input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students <input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed <input type="checkbox"/> All or almost all of students demonstrated targeted growth <input type="checkbox"/> Most students exceeded targeted growth

Appraiser Comments:

Appraiser Signature: _____ Date: _____

Teacher Signature _____ Date: _____

The table below provides guidance for locating evidence to support evaluation of teachers' effectiveness on the criteria included in the rubric.

Rubric Criteria	Supporting evidence location
Quality of an SLO	Review of the SLO using the SLO Quality Tool
Expectations for students	Steps 4 and 5 on the template and the Student Growth Tracker
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval





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