

2011-2012

**Houston Independent School District
Teacher Appraisal and Development System
Implementation Manual**



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Appraisal Calendar and Timelines

A. Appraisal Calendar

PENDING BOARD APPROVAL

Office of Superintendent of Schools
Board of Education Meeting of August 11, 2011

Office of Human Resources
Ann Best, Chief Human Resources Officer

SUBJECT: APPROVAL OF THE PROPOSED 2011-2012 TRADITIONAL CALENDAR FOR THE NEW TEACHER APPRAISAL AND DEVELOPMENT SYSTEM

Beginning August 2011, teachers in the Houston Independent School District shall participate in the new teacher appraisal and development process on an annual basis and follow the local calendar adopted by the Board annually as follows:

Appraisal Training:

Appraisal training for all teachers shall be held no later than the final day of the first three weeks of the school year, or by **September 13, 2011**.

Late hires shall receive appraisal training within 15 instructional days from the date of hire.

Observations:

There shall be a period of 15 instructional days, following the orientation training date before formal classroom observations can be conducted. Observations are unscheduled and unannounced.

Walkthroughs:

Walkthroughs can be conducted at any time during the instructional calendar. Walkthroughs are unscheduled and unannounced.

Goal Setting Conference:

Goal setting conferences and individual professional development plans shall be completed no later than **October 7, 2011**.

Late hires shall complete an individual development plan within 15 instructional days from the date of hire.

Staff Review:

Staff Review shall occur two times (2x) throughout the year: Fall and Spring. At least one (1) required observation shall be completed and the Fall Staff Review

conducted by **November 11, 2011**. Spring Staff Review shall be completed by **February 10, 2012**.

Progress Conference:

Progress conferences shall be held no later than **January 17, 2012**.

End of Year Conference:

All required observations and walkthroughs shall be completed by the End of Year conference. The last date to give teachers their final Instructional Practice (IP) and Professional Expectations (PE) ratings for review is **April 25, 2012**. The End of Year conference shall be conducted by **May 2, 2012**.

Second Appraisals:

All second appraisals and conferences shall be completed before the last day of instruction.

Formal 30-minute observations shall not be conducted on the following days:

- 1) Any date outside the appraisal period.
- 2) The last instructional day before an official school holiday, or the day immediately following Thanksgiving holiday, winter holiday, or spring break:

September 28, 2011	day before Fall Holiday
November 22, 2011	day before Thanksgiving Holiday
November 28, 2011	day after Thanksgiving Holiday
December 16, 2011	day before Winter Holiday
January 3, 2012	day after Winter Holiday
January 13, 2012	day before Martin Luther King Holiday
March 09, 2012	day before Spring Break
March 19, 2012	day after Spring Break
April 05, 2012	day before Spring Holiday

- 3) The instructional day prior to or during the administration of standardized tests (i.e. Stanford/Aprena; TAKS/STAAR). (This applies only to those teachers directly involved in the specific testing; however, teachers are expected to resume classroom instruction once testing has ended for the day.)

In cases where completion of the required appraisal activities may be impacted by a teacher's absences or other extenuating circumstances, the process for completing the appraisal activities shall follow the *Procedures* as referred to in DNA (REGULATION).

Summary of deadlines for all appraisal activities:

Deadlines

September 13, 2011

October 7, 2011

November 11, 2011

January 17, 2012

February 10, 2012

April 25, 2012

May 2, 2012

Activities

Appraisal training for all teachers

Goal Setting Conference and development plans completed

Fall Staff Review completed (one required observation)

Progress Conference completed (one required observation and walkthrough)

Spring Staff Review completed

Final ratings determined and submitted to teachers

End of Year Conference completed

COST/FUNDING SOURCE(S): None

STAFFING IMPLICATIONS: None

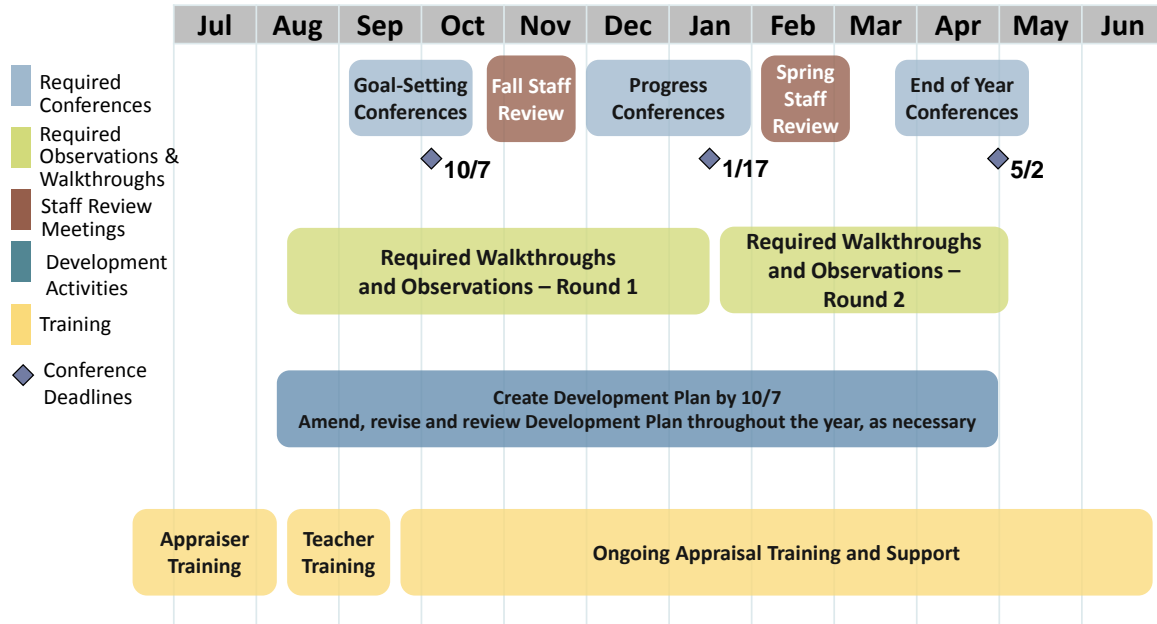
ORGANIZATIONAL GOALS/IMPACT: This agenda item supports HISD Goal 1: Increase Student Achievement and is aligned with core initiative 1: Effective Teacher in Every Classroom

THIS ITEM REQUIRES CONSULTATION.

THIS ITEM DOES NOT ESTABLISH, MODIFY, OR DELETE BOARD POLICY.

RECOMMENDED: That the Board of Education approve the Proposed 2011-2012 Traditional Calendar For The New Teacher Appraisal And Development System, effective August 12, 2011.

B. Appraisal and Development Activities Timeline



Answers to Frequently Asked Questions

A. Overall System

- **What is HISD's appraisal and development process for teachers, and what are its main components?**

The appraisal and development process is designed to provide all teachers with regular, accurate, useful feedback on their performance and individualized development that will help them do their best work in the classroom. The main components of the new appraisal process are:

- three comprehensive teacher and appraiser conferences each year;
 - on-going feedback, both formal and informal, based on a teacher's performance following:
 - At least two formal 30-minute classroom observations by the appraiser each year, followed by written and verbal feedback
 - At least two 10-minute classroom walkthroughs by the appraiser each year, followed by written feedback.
 - individualized development based on learning activities that are informed by an individual development plan;
 - self-reflection, where teachers reflect on performance, student progress, and professional goals.
- **Who is appraised by the new teacher appraisal and development system?**

All teachers shall be appraised every year. "Teachers" are classified as employees who teach students during the instructional day as the teacher of record, a co-teacher, a pull-out teacher, an itinerant teacher, or multi-grade/ancillary teacher. In the case of split roles, if the employee teaches students at least 50 % of the instructional day, the teacher appraisal and development system is used.

All non-classroom teacher positions, such as librarians, nurses, counselors, teacher assistants, instructional/teacher coordinators, instructional/teacher specialists, and lead teachers will be appraised using their specific appraisal instruments.

- **What are the appraisal criteria?**

Under the new appraisal and development system, teachers will be evaluated in three criteria categories.

1. **Instructional Practice:** Teacher's skills and knowledge that help promote student learning
2. **Professional Expectations:** Teacher's efforts to meet objective, measurable standards of professionalism
3. **Student Performance:** Teacher's impact on student learning*

*Student Performance Criteria will be included in a teacher's appraisal rating starting in the 2012/2013 school year.

B. Appraisal Process

i. Observations and Walkthroughs

- **How many observations are required?**

Teachers will receive at least two unannounced classroom observations over the course of the school year. Additional observations of any length are at the discretion of the appraiser.

- **What is the length of the required observations?**

Each of the two required observations shall be at least 30 minutes in length. Additional observations may be longer in length. Classroom visits of less than 30 minutes are deemed walkthroughs and walkthrough rules shall apply.

- **How many walkthroughs are required?**

Teachers will receive at least two unannounced walkthroughs over the course of the school year. Additional walkthroughs of any length are at the discretion of the appraiser.

- **What is the length of the required walkthroughs?**

Each of the two required walkthroughs shall be at least 10 minutes in length.

- **What type of feedback will be provided after the two required observations?**

After each of the two **required** 30-minute observations, appraisers shall provide written feedback using the standardized feedback form **and** hold a post-conference with teachers within 10 instructional days from the date of the observation. Additional observations require written feedback on the standardized feedback form within 10 instructional days from the date of the observation. A post observation conference must occur after the two required 30-minute observations, but is discretionary following any additional observations.

- **What type of feedback will be provided after the two required walkthroughs?**

After each of the two required walkthroughs, appraisers must provide written feedback using the standardized feedback form within 10 instructional days from the date of the walkthrough. Additional walkthroughs require written feedback on the standardized feedback form within 10 instructional days from the date of the walkthrough.

ii. Annual Conferences

- **What activities occur at the Goal Setting Conference?**

At the Goal Setting conference:

- Appraisers and teachers will discuss prior year's teacher and student performance results
- Appraisers and teachers will discuss and build an individual development plan

- **What activities occur at the Progress Conference?**

At the Progress Conference:

- Appraisers will provide teachers with comprehensive feedback on performance to date
- Appraisers and teachers will adjust professional learning goals and update the development plan as necessary
- Appraisers and teachers will discuss the teacher's formative IP and PE performance ratings

- **What activities occur at the End of Year Conference*?**

At the End of Year conference:

- Appraisers will provide teachers with comprehensive feedback on performance to date
- Appraisers will provide teachers with the final IP and PE performance ratings
- Appraisers will provide teachers with their Summative Appraisal Rating
- Appraisers and teachers will discuss preliminary professional learning goals for the next year

*Student Performance Criteria will be included in a teacher's appraisal rating starting in the 2012/2013 school year.

- **Can a teacher or appraiser waive a conference?**

No, conferences cannot be waived. Frequent and consistent communication is a requirement of the new appraisal and development system.

- **Are teachers allowed representation at any of the appraisal conferences?**

No. However, teachers are allowed representation at a Conference for the Record.

- **Can any of the annual conferences or post-observation conferences occur during planning periods?**

No.

iii. Timeline Requirements for Appraisal Process

- **What happens when an appraiser misses a timeline?**

Because the purpose of the appraisal process is to provide meaningful feedback to the teacher throughout the year regarding performance, the appraiser shall complete all activities within the time remaining in the appraisal period.

- **What happens if a teacher is absent and the appraisal process cannot be completed within timelines?**

In the event that a required element of the appraisal process is interrupted, i.e. due to Family Medical Leave (FML) or other approved leave of absence, the appraisal process shall continue from the point of interruption and shall be reset based on the cumulative total of actual days on duty. In such cases, the deadlines for completing any past appraisal activities shall not apply and all activities shall be completed within the time remaining in the appraisal period.

- **When does the appraisal period begin and end?**

The appraisal period is determined by the teacher's contract period. If an appraiser collects documentation that affects the teacher's appraisal rating after the end of the year conference for IP or PE, the appraiser shall conduct another conference and adjust the ratings.

- **When can observations and walkthroughs begin?**

Walkthroughs begin on the first day of instruction. Thirty-minute observations shall begin 15 instructional days after the completion of training on the appraisal and development system.

C. Appraisal Criteria

- **What criteria will be used to appraise teacher performance?**

Teachers will be appraised on three criteria categories: Instructional Practice, Professional Expectations, and Student Performance.

1) **Instructional Practice:** *Reflects teacher's skills and knowledge that help drive student learning in the classroom*

An Instructional Practice rubric sets standards for the skills and actions necessary to promote student achievement and assesses a teacher's effectiveness in two areas - Planning and Instruction - using a 4-point rating scale.

Instructional Practice Criteria
Planning <ul style="list-style-type: none">a) Develops student learning goalsb) Collects, tracks and uses student data to drive instructionc) Designs effective lesson plans, units, and assessments
Instruction <ul style="list-style-type: none">a) Facilitates organized, student-centered, objective driven lessonsb) Checks for student understanding and responds to student misunderstandingc) Differentiates for student needs by employing a variety of instructional strategiesd) Engages students in work that develops higher-level thinking skillse) Maximizes instructional timef) Communicates content and concepts to studentsg) Promotes high academic expectations for studentsh) Students actively participating in lesson activitiesi) Sets and implements discipline management proceduresj) Builds a positive, respectful classroom environment

2) **Professional Expectations:** *Reflects a core set of objective, measurable professional expectations*

A Professional Expectations rubric sets an objective and measurable professional standard for teachers and assesses the extent to which a teacher meets expectations.

Professional Expectations Criteria
Professionalism <ul style="list-style-type: none">a) Complies with policies and procedures at schoolb) Treats colleagues with respect throughout all aspects of workc) Complies with teacher attendance policiesd) Dresses professionally according to school policye) Collaborates with colleaguesf) Implements school rulesg) Communicates with parents throughout the yearh) Seeks feedback in order to improve performancei) Participates in professional development and applies learning

3) **Student Performance:** *Reflects a teacher's impact on student learning*

No single measure of student learning is perfect -- all have strengths and limitations. The appraisal system uses multiple measures of student learning for each teacher and the most accurate measures for each subject/grade level. Additionally, wherever possible, measures focus on student growth to ensure that appraisals reflect the most accurate estimate of each teacher's contribution to student learning.

The table below lists the five measures that shall be used in the performance appraisal system. Each teacher will have multiple measures as part of his or her Student Performance rating. In addition, teachers with value-added measures will have at least one non-value-added measure included in their appraisal.

Measure	Description	Type of Assessment ^{1,2}	Type of items Used in the Assessment	Type of Metric
1) Value-added growth (e.g., EVAAS)	A district-rated measure of the extent to which students' average growth meets, exceeds, or falls short of average growth. The District has contracted with SAS EVAAS to calculate value-added growth.	District-wide	Multiple choice and open-ended questions	Value-added growth
2) Comparative growth on district-wide EOC/EOY assessments	A district-rated measure of the extent to which students achieve an ambitious but feasible amount of growth as determined by benchmark scores for similar students.	District-wide	Multiple choice and open-ended questions	Comparative growth
3) Students' progress on district-wide or appraiser-approved EOC/EOY assessments	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.	District-wide or Appraiser-approved	Multiple choice and open-ended questions	Students' progress
4) Students' progress using culminating, EOC/EOY performance tasks/work products	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.	District-wide or Appraiser-approved	Performance tasks and/or work product	Students' progress

¹ District-wide assessments are those EOY/EOC assessments the District mandates be administered to all students enrolled a given subject/grade or course.

² Appraiser-approved assessments may be off-the-shelf EOY/EOC assessments (e.g., the DRA, an EOY/EOC cumulative assessment that comes with the school's curriculum) or they may be assessments that are identified or written by a team of teachers or an individual teacher. In all cases, appraisers need to review and approved these assessments by evaluating them against District-established criteria (e.g., scope, rigor, stretch, format, and reliability).

Measure	Description	Type of Assessment ^{1, 2}	Type of items Used in the Assessment	Type of Metric
5) Students' attainment on an appraiser-approved or district-wide EOC/EOY assessment	An appraiser-rated measure of the proportion of students who performed at a target level, regardless of their starting points.	District-wide or Appraiser-approved	Multiple choice and open-ended questions	Students' attainment

- What sources of evidence will be used to determine teachers' ratings in Instructional Practice?**
 Multiple sources of evidence will be used to rate the teacher's Instructional Practice. Appraisers will collect and use evidence from sources such as classroom observations, planning documents, daily interactions with the teacher, and reviews of certain documents and artifacts (e.g., lesson plans, classroom management plans, discipline referrals, grade books, portfolio of student work, etc.).
- What sources of evidence will be used to determine a teacher's rating in Professional Expectations?**
 Multiple sources of evidence will be used to rate the teacher's Professional Expectations. Appraisers will collect and use evidence from sources such as everyday interactions with the teacher, interactions with the teacher during conferences and meetings, reviews of parent communication materials, reviews of meeting minutes and agendas, feedback from colleagues, and teacher attendance records.
- What sources of evidence will be used to determine a teacher's rating in Student Performance?**
 As the types of learning objectives and assessments available vary by subject and grade, measures will vary based on the subject and grade as well as the types of students a teacher teaches.
- Do appraisers need to have evidence for every indicator in the IP and PE rubrics?**
 An appraiser does not need evidence for every indicator, as long as there is sufficient evidence for each criterion. The rubrics are designed to indicate practices that "best describe" a teacher at each performance level. Appraisers will need to seek out opportunities to observe and rate each criterion, i.e. "Maximizes Instructional time", but he/she will not need to have documented feedback or evidence for every indicator within that criterion.
- What happens if an appraiser does not have information to rate a criterion?**
 An appraiser shall continue to conduct walkthroughs or observations and review other materials/events until he/she has had the opportunity to observe the teacher in this criterion and make a judgment on his/her performance utilizing the rubric. An appraiser may use information received from others through the third party process, but this information should be used to refine not supplant the appraiser's judgment.
- Can a teacher submit information to be considered in their IP and PE ratings?**
 Yes. Teachers may choose to submit evidence to their appraiser for inclusion in their appraisal. Information must be submitted at least 20 instructional days before the period end date of the Progress Conference, for consideration in formative IP and PE ratings and feedback, or the End

of Year Conference, for consideration in final IP and PE ratings and feedback. It is at the appraiser's discretion as to the extent the evidence will be used to inform the appraisal rating(s).

D. Support and Development Activities

i. Individual Professional Development Plan (IPDP)

- **What is the IPDP, and is it required?**

The IPDP is an Individual Professional Development Plan developed by each teacher collaboratively with his/her appraiser. It should be based on a teacher's past performance, areas of instructional strength and weaknesses, and individual professional learning goals. Through the IPDP, appraisers help teachers identify sources of support and the development needed to continuously improve instructional practice and drive student learning in the classroom. All teachers shall develop an IPDP unless the appraiser believes that a Prescriptive Plan for Assistance (PPA) is more appropriate.

- **Can the IPDP be changed?**

Yes. The teacher and appraiser may decide jointly to amend the IPDP after the Progress Conference or at any point throughout the school year based on the teacher's progress towards professional learning goals.

- **How many focus areas do appraisers use for an IPDP?**

Each IPDP will require the teacher to identify two focus areas to work on throughout the school year.

ii. Prescriptive Plan for Assistance (PPA)

- **What is the PPA, and is it required?**

The PPA is a tool designed to track professional development that is directly tied to a struggling teacher's individual professional needs and to monitor the extent to which a struggling teacher applies professional development to increase positive student outcomes. The PPA replaces what was formally known as an "intervention plan" in HISD.

Teachers are placed on a PPA at any point in the year when behavior or performance becomes a concern. Teachers who begin the year on an IPDP, but whose performance indicates the need for a stronger support system, shall be placed on a PPA. Once requirements for the PPA have been met and the teacher no longer demonstrates the need for intense support, the teacher and appraiser shall collaboratively adjust the IPDP, and the teacher shall resume activities geared toward successfully achieving the IPDP targets.

- **Can the PPA be changed?**

A PPA can be adjusted, extended, or ended at any point throughout the school year based on the teacher's progress toward his or her professional learning goals

- **Who develops the PPA?**

The appraiser completes all sections of the PPA and then reviews with the teacher.

- **How many focus areas do appraisers use for PPA?**

There are 1-2 focus areas per PPA, followed by several activities. Additional focus areas can be included, but that is up to the discretion of the appraiser.

- **How is the successful completion of a PPA determined?**

Successful completion of the PPA is determined by the appraiser, who will review the extent to which a teacher has met the improvement goals outlined in the plan. Completion is based on the outcome

of the activities and the intended change in teacher practice/behavior and/or student learning/behavior.

- **Why do some teachers have a PPA and others do not?**

A PPA is designed only for teachers who are struggling to meet performance expectations and for whom the appraiser has collected documented and shared evidence that supports the need for intensive support.

iii. Self-Reflection

- **What is a Teacher Self-Reflection, and is it required?**

The Teacher Self-Reflection form is designed to guide teachers to self-reflect on their practice throughout the year.

Completing the Self-Reflection form is not a requirement for the appraisal process. It is intended to promote honest and thoughtful reflection on the teacher's performance and to help lead to positive growth and improvement over time. However, it is recommended that the teacher complete the Self-Reflection Form in private at least three times a year: prior to the Goal Setting, Progress, and End of Year conferences with his or her appraiser.

iv. Teacher Development Specialist (TDS)

- **What role does a TDS play in a teacher's development?**

A TDS will be dedicated full-time to observing teachers, providing regular feedback to teachers, and supporting their professional growth by either working directly with the teacher in a coaching capacity or providing the teacher access to the most useful resources that meet the teacher's individual needs.

- **Can TDS feedback be used in a teacher's appraisal?**

A TDS is considered a Third Party source of information, but will only provide information to an appraiser to be considered in a teacher's appraisal in specific circumstances:

- **For teachers on a PPA**, all feedback and communications between a teacher and TDS will be available to the appraiser and may be considered in a teacher's appraisal rating.
 - If a teacher is placed on a PPA mid-way through the year, all previous communications may be made available to the appraiser as well.
- **For all other teachers**, TDSs will provide a summary to appraisers for each of their teachers at two points in the school year on areas of focus that the teacher and TDS have identified, and plans for support and progress in those areas.

v. Professional Development Log

- **Where can a teacher access the yearly Professional Development form?**

All forms and documents relating to the appraisal and development system will be located on the Human Resources Web site under Forms and Documents. Contact the Professional Development Services department for more information.

E. Appraisers

- **What are appraiser qualifications?**

Under the new appraisal system, a teacher appraiser must be assigned to an approved position, must have successfully completed the locally required appraiser training, and passed the required certification assessments prior to conducting appraisals. All appraisers must be approved by the school district board of trustees annually.

- **What are the approved positions for appraisers?**

- Principal
- Assistant Principal
- Dean
- School Improvement Officer
- HMW Department Director or Manager (Special Education/Special Populations)
- Instructional Specialist with no classroom duties at the same campus
- Curriculum Specialist with no classroom duties at the same campus
- Teacher Specialist with no classroom duties at the same campus
- Instructional Coordinator with no classroom duties at the same campus
- Teacher Coordinator with no classroom duties at the same campus
- Title I Coordinator with no classroom duties at the same campus
- Magnet Coordinator with no classroom duties at the same campus

- **How will appraisers be assigned to teachers?**

The campus principal designates the appraisers and makes the appraiser assignments.

- **Can a teacher's appraiser be changed during the school year?**

Yes, an appraiser can be changed during the school year at the principal's discretion.

F. Documentation

- **How do appraisers document information collected on teacher performance?**

Appraisers can document information on teacher performance in various ways:

1. Observation notes- taken during observations and walkthroughs should be kept and filed.
2. Feedback forms- should be provided to teachers and will be stored electronically.
3. Memos, directives, or other means used normally at each campus to document events and teacher actions worthy of discussion and review shall be shared with the teacher and included in his/her file.
4. Emails, etc- all should be collected and stored as potential sources of evidence to be referenced during the required conferences with teachers.

- **Can paper documentation be included in a teacher's appraisal?**

Yes, paper documentation can be included in a teacher's appraisal. Items such as scripting notes, emails, memos etc. are considered appropriate documentation and should be placed in teacher's files at the school site, in accordance with the documentation training issued by the district. Such files are subject to Open Record requests.

- **When should an appraiser use the standard feedback forms?**
Appraisers should use the standard feedback forms following observations and walkthroughs. Appraisers must provide feedback to the teacher on his/her performance for all criteria, observable inside and outside the classroom, using the standard feedback forms.
- **How long should an appraiser keep information related to teacher performance?**
Information related to teacher performance must be kept for as long as the person is an employee of HISD and for four years thereafter.
- **Are teachers required to sign documentation?**
Yes, teachers are required to acknowledge the receipt of all written documentation.
- **What happens if a teacher does not agree with a document?**
If a teacher does not agree with a document, he/she may indicate so in writing on the document or submit a written document to be included in his/her file.
- **What if the teacher refuses to acknowledge receipt a performance document?**
The appraiser must ask a witness to sign and verify that the teacher received a copy of the documentation, but refused to sign for it.

G. Third Party Evidence Information

- **What is Third Party Information?**
Third Party Information is any information considered in the appraisal process that has come from someone other than a teacher's primary or secondary appraiser. It is used only at the discretion of the appraiser.
- **Who is considered a "Third-Party"?**
Anyone other than the primary appraiser is considered third-party, including the principal. The community and other persons not directly involved in the appraisal process shall have the opportunity to provide third-party input concerning any employee.
- **What procedures should be followed for third-party information?**
 - Appraisers shall document third party evidence at the time that the information is obtained and provide this documentation to the teacher within 10 instructional days.
 - If the third party information will be used to inform the teacher's appraisal at the Progress Conference or End of Year Conference then the appraiser should reference 'other' documentation as a source of evidence on the feedback that is given to the teacher at the conference.

H. Performance Ratings

- **How are Summative Appraisal Ratings determined for the 2011/2012 school year?**

Summative Appraisal Ratings are a combination of the scores in Instructional Practice and Professional Expectations. The scores in these categories, which are based on a four-point scale of Highly Effective (4), Effective (3), Needs Improvement (2), Ineffective (1), are combined using a series of rating tables to determine the final rating.

		Instructional Practice			
		1	2	3	4
Professional Expectations	1	I	I	NI	E
	2	I	NI	E	E
	3	NI	NI	E	HE
	4	NI	NI	HE	HE

Starting in 2012/2013, teachers' summative appraisal ratings will be a combination of the scores in Instructional Practice, Professional Expectations, and Student Performance. The scores in these categories, which are based on a four-point scale of Highly Effective (4), Effective (3), Needs Improvement (2), Ineffective (1), are combined using a series of rating tables to determine the final rating.

- **Are formative ratings counted in summative ratings?**

Summative ratings include all observations, walkthroughs, and reviews of various sources of evidence.

- **How will formative and final Instructional Practice ratings be determined?**

Appraisers will assign a score to each Instructional Practice criterion using a standardized rubric. There are 13 criteria in all. Each criterion score will be based upon a review of multiple sources of evidence that have been collected and reviewed up until the time of the rating.

Once each criterion has received a score, the individual scores will be totaled and an overall Instructional Practice rating of 1, 2, 3, or 4 will be assigned based on where the teacher's total scores falls within a specific range. Teachers will receive a final IP Rating at the End-of-the-Year conference. Every piece of feedback prior to that rating is formative in nature and carries no specific weight in the final IP rating. The following are the ranges for the 2011-2012 School Year:

Instructional Practice Score Ranges	
<i>IP Rating</i>	<i>Total Criterion Scores</i>
1	13-24
2	25-34
3	35-43
4	44-52

- **How will formative and final Professional Expectations ratings be determined?**

Appraisers will assign a score to each Professional Expectations criterion using a standardized rubric. There are nine criteria in all. Each criterion score will be based upon a review of multiple sources of evidence that have been collected and reviewed up until the time of the rating.

Once each criterion has received a score, the individual scores will be totaled and an overall Professional Expectations rating of 1, 2, 3, or 4 will be assigned based on where the teacher’s total scores fall within a specific range. Teachers will receive a final PE Rating at the End-of-the-Year conference. Every piece of feedback prior to that rating is formative in nature and carries no specific weight in the final PE rating.

Professional Expectations Score Ranges	
<i>PE Rating</i>	<i>Total PE Score</i>
1	9-16
2	17-23
3	24-30
4	31-33

- **How will final Student Performance ratings be determined*?**

Student performance ratings will be based upon the result of combining a teacher’s multiple measures. More information will be shared with HISD staff and community members throughout the 2011/2012 school year on the specific details for how scores will be combined.

*Student Performance Criteria will be included in a teacher’s appraisal rating starting in the 2012/2013 school year.

- **Why is the district choosing to implement the numerical rating for Student Performance in school year 2011/2012?**

This change is coming about because the state has adopted a new state accountability system, called State of Texas Assessments of Academic Readiness (STAAR), which includes new end-of-course assessments at the high school level. As the STAAR exam is rolled out statewide next year, the Texas Education Agency is changing the way that value-added measures (EVAAS) are reported to districts.

Since value-added measures are such a key criteria of the Student Performance system, and since the district is committed to using value-added measures to provide teachers with a summative evaluation in a timely manner, HISD decided to recommend to the board that a numerical rating for Student Performance be implemented in 2012-13, when the Texas Education Agency can guarantee that the statistical requirements for calculating ratings for individual teachers can be met. Based on feedback HISD received from principals and teachers during the summer of 2011, we feel confident that this is a decision which will ensure that the new A&D system is as helpful as it can possibly be for both teachers and principals.

- **How will the decision change the way teachers and appraisers conduct the appraisal process during the 2011/2012 school year?**

Pending board approval, teachers and principals will be able to fully implement the entire appraisal and development system in school year 2012/2013, which will include a numerical rating on Student Performance as part of End-of-Year or summative Appraisal Rating in a teacher’s appraisal.

- **What supports would be provided to help train principals and teachers on Student Performance components over the next year?**

Over the course of this year, HISD would provide a series of training opportunities to ensure that teachers and appraisers are well-prepared to implement Student Performance in school year 2012/2013. These would include trainings on the five measures of Student Performance, instruction on setting ambitious targets for Student Performance, and user testing of a robust, online system for managing the Student Performance process

J. Second Appraiser

- **How and when can teachers request a second appraiser?**

A teacher may request a second appraiser once annually regarding the ratings for each performance area: Instructional Practice, Professional Expectations, or Student Performance.

The request for a second appraiser for Instructional Practice and/or Professional Expectations ratings may result from the Progress Conference or the End of Year Conference. The request for a second appraiser regarding the Student Performance may occur after the End of Year Conference or, for those teachers whose final SP rating is not available until the fall semester, at the Goal Setting Conference.

Any request must be submitted to the SIO in writing within 10 instructional days from receipt of the rating at the conference.

- **How are second appraisers assigned?**

The second appraiser will be appointed by the Superintendent or his or her designee, i.e. the School Improvement Officer (SIO).

- **How is documentation from the second appraiser considered?**

For Professional Expectations and Student Performance, the second appraiser conducts a document review of all materials related to those areas. For Instructional Practice, the second appraiser will conduct at least one unscheduled, unannounced 30 minute observation and review all documentation from the first appraiser.

The second appraiser and primary appraiser ratings will be averaged to determine the final rating for each of the criteria categories involved. Specifically, the total criterion score for Instructional Practice or Professional Expectations that are provided by the primary and second appraiser will be averaged and then translated into a 1, 2, 3, or 4 based upon where the average score falls among the predetermined ranges.

- **Who is present at the conference that is held to discuss the second appraiser ratings?**

The teacher, the primary appraiser, the second appraiser, and the principal must be present at the conference to discuss the second appraiser ratings when possible.

Contacts

Contacts

- **Whom do appraisers contact for questions?**

Appraisers should first reach out to their principal for specific questions that they may have. Additionally, specific questions can also be sent to PerfMgt@houstonisd.org.

- **Whom do teachers contact for questions?**

Teachers may reach out to their appraiser or principal/SIO for specific questions on the appraisal and development system. Specific questions can also be sent to PerfMgt@houstonisd.org.

Glossary of Appraisal and Development System Terminology

Glossary of Appraisal and Development System Terminology

Glossary of Key Terms for the Appraisal and Development System	
Term	Definition
Comparative Growth	A district-rated measure of the extent to which students achieve an ambitious but feasible amount of growth as determined by benchmark scores for similarly performing students
Criteria Categories	Each of the three major components of the appraisal system: Instructional Practice, Professional Expectations, and Student Performance
Criterion	Specific areas rated within each major performance criterion (i.e., maximizes instructional time)
Criterion score	Score given on specific sub-criteria rated within the Instructional Practice and Professional Expectations performance criteria (i.e., maximizes instructional time)
Development Plans	Under the new system, there are two types of Development Plans, the "Individual Professional Development Plan" and the "Prescriptive Plan for Assistance."
End of Year Conference	This is the conference held at the end of the school year, where the teacher receives his/her final IP and PE ratings, along with any available student performance data and plans for professional development for the next school year.
End of Year Conference Form	Standardized Form used to give teachers information on their final IP, PE and SP ratings, along with the summative rating for the school year.
Feedback Form	Standardized feedback form used to provide feedback on Instructional Practice and Professional Expectations at any point in the school year.
Final rating	Rating given at the end of year for each of the three major performance criteria- Instructional Practice, Professional Expectations, and Student Performance. Final Ratings are used to gain a Summative Rating using the Rating Tables.
Formative rating	Rating given at the progress conference on IP and PE, intended to inform teacher practice. Does not factor into the final score. Formative ratings are not provided for SP.
Goal Setting Conference	This is the conference held at the beginning of the school year between the appraiser and teacher, where they reflect on last year's performance, build the development plans, and confirm which student learning measures will be included in the teacher's Student Performance rating for the current school year. Additionally, the summative rating from the prior year may be shared, if it is available at that time. Note, during the 2011-2012 school year, student learning measures will not be assigned for appraisal purposes.

Indicator	Behaviors or outcomes corresponding to each rating level within the Instructional Practice and Professional Expectations rubrics.
Instructional Practice (IP)	One of the three major performance criteria categories , which includes criterion reflecting the teacher’s skills and knowledge that help drive student learning in the classroom
IPDP	"Individual Professional Development Plan"- IPDP- is one of two types of Development Plans teachers may have.
Major Prep	A teacher's prep that is counted towards the teacher’s Student Performance criteria (will get more specific definition)
PPA	"Prescriptive Plan for Assistance"- PPA- is one of two types of Development Plans a may have.
Professional Expectations (PE)	One of the three major performance criteria categories, which includes criterion reflecting a core set of objective, measurable professional expectations for teachers.
Progress Conference	This is a conference held at the middle of the year, where the teacher will be provided with formative feedback on his/her performance this school year. Additionally, development plans will be revisited and revised if need be.
Progress Conference Form	Standardized form used to provide teachers with feedback on their progress and formative Instructional Practice and Professional Expectations scores.
Students’ Attainment on EOY/EOC Assessments	An appraiser-rated measure of the proportion of students who performed at a target level, regardless of their starting points
Student Performance (SP)	One of the three major performance criteria categories, which includes criterion reflecting the teacher's impact on student learning.
Students’ Progress on End-of-Course or End-of-Year Assessments	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students’ starting points
Students’ Progress Using EOC/EOY Performance Tasks and Work Products	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students’ starting points.
Summative Appraisal rating	Comprehensive rating that is premised upon a teacher Final Ratings in Instructional Practice, Professional Expectations and Student Performance. Note, in 2011-2012, Student Performance will not be included in a teacher's Summative Appraisal Rating.
Summative Rating Table	Look-up table used to determine a teacher's summative appraisal rating.
Value-Added Growth	A district-rated measure of the extent to which students’ average growth meets, exceeds, or falls short of average growth