INVEST

An Outcome Based Model
Aldine ISD

Supporting Quality Teaching and Rewarding Effectiveness:
An Evaluation Guide

Aldine Independent School District

SCHOOL DISTRICT · ALDINE · HOUSTON TEXAS · EXCELLENCE

SYSTEM MANUAL: TABLE OF CONTENTS

I. BACKGROUND AND OVERVIEW OF INVEST

a. Project Background

After learning about Operation Public Education, an education reform project of the University of Pennsylvania, at a national conference, Aldine Independent School District (ISD) invited Operation Public Education (OPE) to present its comprehensive framework for school reform described in Dr. Theodore Hershberg and Dr. Claire Robertson-Kraft, eds., *A Grand Bargain for Education Reform: New Rewards and Supports for New Accountability* (Harvard Education Press: 2009). Based on information presented, a project to design and implement a new teacher evaluation system was approved and the undertaking funded by the Laura and John Arnold Foundation and the Brown Foundation.

During the 2011-2012 school year, Aldine ISD began developing a new teacher evaluation system, that was named INVEST, piloted the new system in the 2012-2013 school year, and rolled out district-wide in the 2013-2014 school year. The new evaluation system includes multiple measures of teacher effectiveness to allow for better differentiation of teacher practice, increased teacher effectiveness, and reduced teacher attrition rates. The new system also meets Texas Education Agency (TEA) teacher standards TEC§21.351 and TAC §149.1001.

b. Vision, Mission, Goals of Invest

The new teacher evaluation system was created by Aldine ISD for the purpose of significantly improving the quality of instruction in its classrooms. Research makes clear that some teachers are dramatically more effective than others, and further, that this difference is among the most important schooling factors affecting student learning. Yet, despite this variation in teacher effectiveness, traditional evaluation systems demonstrate little or no connection between teacher evaluation results and the level of student learning gains. Aldine ISD's experience was no exception; indeed, the former evaluation instrument, Professional Development and Appraisal System (PDAS), rated 96% of Aldine teachers satisfactory. To address this disparity, the new system is based on (1) Charlotte Danielson's Framework for Teaching and (2) Student Growth; designed to differentiate teacher performance and maximize teacher professional growth.

The Invest project had three main goals:

> **Goal 1: Differentiating Instructional Practice –** *to more accurately represent teacher performance levels.* The Invest system will better differentiate teachers' instructional performance through observation using the Framework for Teaching, as well as through the Student Growth data. Using these measures, teachers' evaluation scores place them in one of four categories (highly effective, effective, needs improvement, and ineffective). Where 96% of teachers were simply rated "satisfactory" in PDAS (2011), Invest will lead to better dialogue and a more accurate picture of teacher performance across the district's schools.

> **Goal 2: Teacher Effectiveness –** *to increase the proportion of 'highly effective' and 'effective' teachers.* The Invest system will better differentiate the quality of teacher practice to raise the quality of the district's entire teaching force. In Year 1, benchmarks based on Invest's design were determined. By rating against these benchmarks, the district can identify teachers in need of

improvement, provide targeted support, and dismiss those unable to improve the quality of their instruction, thereby accomplishing this objective.

Goal 3: Teacher Retention – *to reduce teacher attrition rates by half.* Another goal of Invest is to increase teacher satisfaction in order to reduce the rate of teachers who leave Aldine ISD. Retention goals will be refined as the Invest system matures to focus on teachers who are on track to being "effective" or "highly effective".

In turn, these improvements in teacher effectiveness and retention will impact student performance on standardized tests, improve high school graduation rates, and support our mission to prepare students academically and socially to be critical thinkers, problem solvers, and responsible and productive citizens.

c. Review of Design Process and Work Groups

The reform effort to design Invest was inclusive, involving teachers, administrators and community members. The Framework for Teaching and Student Growth were introduced to district leaders and three "work groups" – Teacher Practices, Student Growth, and Other Staff – were established to work through the many complex decisions required for designing an evaluation system. Aldine ISD used an especially democratic process to identify participants for this reform effort. Each of Aldine ISD's 74 schools (2011-2012) elected five representatives, including two teachers, one paraprofessional, one parent, and one business community member. This group constituted a Vertical Education Advisory Committee (VEAC). From its members, this group elected a district-wide body, the District Education Advisory Committee (DEAC). The work groups were composed of VEAC and DEAC volunteers, plus educators with expertise in non-core subjects who were recruited by senior administrators. Each work group had between 30 and 60 people represented depending on the groups' purpose.

Teacher Practices - The Teacher Practices work group set and accomplished the following goals and objectives:

- **Introduced the Danielson Framework** as one measure of the Invest system and trained teachers and administrators to act as experts in their schools, competent to make policy decisions going forward.
- **Discussed the Processes, Protocols and Procedures** that would be necessary to develop a workable, practical evaluation system that was fluid in nature, useful in outcome, and would be applicable over time.
- **Identified specific recommendations for each of the three tracks** (novice teachers, experienced teachers, and teachers in need of assistance) that drove the creation of final documents, forms, and policies.

Student Growth - The Student Growth work group set and accomplished the following goals and objectives:

- **Generated questions about the Student Growth Percentile (SGP) model** in order to create an initial Frequently Asked Questions (FAQ) list, as well as to help qualify work group participants as local experts trained to explain the system to their peers.
- **Analyzed the standard error calculations** displayed in "candle and wick charts," so that work group members had a thorough understanding of how standard error is calculated, and how to use this data in discussions about student growth with peers.
- **Proposed policy recommendations** based on questions that were raised by teachers and administrators at the campus level. This group also gave input on other topics such as Student Learning Objectives (SLOs) and the Final Invest Rating.

Other Staff - The Other Staff work group (composed of professionals outside of tested areas such as art teachers, music teachers, nurses, librarians, and social workers) set and accomplished the following goals and objectives:

- **Introduced the Danielson Framework** as one measure of the Invest system and trained relevant staff on how to tailor the performance rubric to their own discipline.
- **Customized each specialist's performance rubric** to fit their job description and accurately measure the impact of practices in their own discipline.
- **Discussed the Processes, Protocols and Procedures** needed to develop a workable, practical evaluation system that was fluid in nature, useful in outcome, and would be applicable over time; and developed sample SLOs for their respective disciplines.

The following is a breakdown of staff that fall into this category and is segregated by instructional and non-instructional staff. Staff listed as instructional include teachers, as well as campus professionals, who will be placed on a track with observations as discussed in section II. a of this manual.

INSTRUCTIONAL	NON-INSTRUCTIONAL
Career and Technology Education (CTE)	Academic Assessment and Data Specialists
Foreign Language Teachers**	Assessment Specialists and Campus LSSPs
GAP	Athletic Trainers
Physical Education	Counselors, School Social Workers, Special
Performing Arts	Education Counselors,
Elementary Skills Specialists**	Literacy/Mathematics Coach
Visual Arts	Science Skills Specialists
Content Teachers (in non-tested areas) **	Information Literacy Specialist
RTI Teachers**	Instructional Technology Specialist
Health Teachers	Nurses
Credit Recovery/On-Line Learning**	Occupational Therapists, Physical Therapists,
Aldine Education Center**	Adaptive PE, and Orientation and Mobility
Hall**	Pregnancy Related Services (PRS)
Dyslexia Teachers**	Speech/Language Pathologists
	Middle/High School Skills Specialists

** Will use the Teacher Smart Card and Component Summary rubric

d. System Overview

The implementation over a multi-year rollout period of a new, complex evaluation system, that uses multiple performance measures, requires considerable training and coordination. The many detailed, complex, fluid parts of the system encompass a great deal of information. This section only sketches a broad overview of the system as a whole, with more detail provided in subsequent sections of the manual.

i. Performance Measures

The Invest system consists of two measures of evaluation: a) observation of teacher practices and b) student growth levels. For the observation portion, the district adopted Charlotte Danielson's Framework for Teaching, 2011 edition. Originally developed in 1996, the Framework is used nationally to document and develop teacher practice. It consists of four broad domains – Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities – which are further divided into approximately 23components. A four-level performance rubric – Unsatisfactory, Basic, Proficient and Distinguished – is provided for all educators, including those in non-core academic subjects and specialists. Research has demonstrated a positive correlation between appraisal observation using the Danielson Framework and student progress, indicating that classroom observation ratings are valid measures of teaching practice.

To measure teacher performance through growth, the district established the Aldine Growth Model, a version of Student Growth Percentiles (SGP) based on multiple research based models. The model compares students to their academic peers; those who start the year with the same or similar test scores. Teachers in non-tested areas, who do not have Student Growth Percentiles, will develop Student Learning Objectives (SLO), by which they will be measured.

ii. Implementation Plan - Pilot and full Roll-out of Invest

The national experience in school reform has repeatedly demonstrated the widely varied impact that different implementation approaches have had on results, even when the programs were similar in their design. Therefore, to assess effectiveness and make adjustments/clarifications Aldine ISD selected 34 schools and piloted the first performance measure in 2012-13, before fully implementing the system district-wide in 2013-14. The second performance measure, Student Growth, was used for reporting purposes only, and not for consequential purposes, during the pilot year and first year of the full roll-out. Student Growth will continue to be used for reporting purposes only until the process has been clearly defined.

In addition to a graduated implementation schedule, training both administrators and teachers was essential for success of the new system. A rigorous training program was developed. In partnership with Frontline (for the Danielson Framework for Teaching) and the Learning Growth Network (for the Aldine Growth Model), Aldine ISD incorporated cutting edge technology tools to support effective training and implementation.

iii. Reforms undertaken with Renewed Grant Support

Three reforms were proposed in the renewal application to the Arnold Foundation and the Brown Foundation. Having established a fair teacher evaluation system, reform efforts over three years will focus on incentives for effective performance levels: the development of both positive and negative consequences.

- *Compensation.* The first incentive area differentiates compensation based on performance. The new system sends a clear message about what is important to the district. It is far fairer than the single-salary schedule which is driven largely by longevity. Thorough observation and growth data from the new system reveals different effectiveness levels among the district's teachers. The new system is comprehensive, covering *all* educators and specialists, not simply those in tested subjects. It provides incentives for educators both to maintain performance (through "base" pay and "variable" pay) and to improve performance over the course of their career (through a progression to higher base salary levels, often referred to as "career pathways").

During the 2016-2017 school year Aldine ISD adopted a new compensation model to help align compensation with one of the goals of the district which is retain and compensate "Highly Effective" teachers and staff. The new Compensation Plan for the 2016-17 school year has two steps:
• Board-approved raises • Variable pay

Teachers and staff, who receive a rating of "highly effective", "effective", or "needs improvement" on Invest Part A for the 2015-2016 school year, will receive the increase to their base pay that is approved by the Board.

Teachers and staff, who receive a rating of "highly effective" on Invest Part A for the 2015-2016 school year, will also receive variable pay as a one-time reward. This incentive will be paid in January 2017.

Variable pay for the 2018-2019 school year has been suspended.

Teachers and staff, who receive a rating of "ineffective" on Invest Part A for the 2015-2016 school year, will NOT be eligible to receive the increase to their base pay that is approved by the Board. They will remain ineligible for one contract year and their salary will be frozen during this time.

Receiving a rating of "needs improvement" for two years in a row will also cause you to be ineligible for the board approved raise.

In addition, for certain years the board may approve other conditions that would cause an employee to be ineligible for pay increases. The two conditions are - receiving a rating of "needs improvement" or having multiple placements or a continuation on a professional growth plan.

- *Peer Assistance and Review (PAR).* The second incentive area is a PAR process designed to meet several important needs. It provides struggling teachers with the time and support they require to improve their instruction while maintaining the district's capacity to dismiss, in a timely fashion, those who are ill-equipped for classroom success. It might also share the decision for dismissal with a panel of teachers and administrators to ensure fairness of the final recommendation. The PAR process assumes the responsibility for managing the remediation process for struggling teachers and therefore reduces the increased work load for principals created by the new system.

This process includes conducting multiple observations annually, each involving pre- and post-observation conferences, as well as scoring teacher performance on the components of the Danielson framework.

- *The Giffin Model.* The third reform involves the use of data from the new growth metric (see section II. b) to identify the type of student (low-, average- or high-achieving) with whom teachers are most successful. To maximize learning outcomes, the district will explore the possibility of matching teacher strengths to appropriate student groupings, developing individual learning plans, and providing layered curricula with the goal of maximizing each student's academic growth. Homogenous groupings minimize the need to differentiate instruction and introduce considerable flexibility in class size because average- and high-achieving students can be taught in larger numbers. There is also the potential to reduce behavioral problems because students not "in sync" with their curriculum tend to "act out" either from frustration (when they are behind their curriculum) or boredom (when they are ahead of their curriculum). Finally, the fluidity of the groupings (e.g., students who are moving faster or slower than their group are moved to the appropriate classroom during the school year) makes clear this is not "tracking." The model will be piloted in four campuses during the 2014-15 school year. One grade level per campus will implement the strategic components of the Giffin Model in the areas of reading and math.

II. PERFORMANCE MEASURES

a. Teacher Practices: *The Framework for Teaching*

Of all the factors that contribute to student learning, the quality of teaching is the single most important. Research validates that for most students to understand complex subject matter, or to find it interesting and engaging, there is no substitute for high-quality teaching. To ensure this is found in every classroom requires a means to assess the performance of individual teachers. A school district committed to creating an environment where all students have access to high quality instruction must Invest in the rigor, validity, and reliability of its teacher evaluation system.

Charlotte Danielson's, *Enhancing Professional Practice: A Framework for Teaching* (2011), is embraced as a valid measure of performance by teachers from all content areas and grade levels that clearly articulates what they do every day in their profession. It is used across the United States and other countries as a foundation for conversations about teaching and as a basis for evaluation. Incorporating this framework into Invest sets the foundation for a successful system.

i. Clear Performance Standards

Despite its inherent complexity, a good definition of teaching must include clear performance standards. Teaching requires highly sophisticated skills; there are many moving parts to any instructional interaction between teachers and students. The Framework for Teaching (Figure 1) provides one such example of a research-based definition of good teaching. It describes *all* of teaching, not merely the interaction between teachers and students in the classroom. Classroom performance is generally considered to be at the heart of teaching. However, much of the important work of teaching, such as planning lessons, maintaining accurate records, communicating with families, and collaborating with colleagues, takes place "behind the

scenes" of the classroom. Attendance was added as a component to Domain 4 and is included on all Smart Card Rubrics and Component Summaries.

ii. Levels of Performance

The framework for teaching organizes performance into four levels: unsatisfactory, basic, proficient, and distinguished; which are then rolled into an overall summative rating of highly effective, effective, needs improvement, or ineffective. Each domain in the Framework for Teaching has multiple components. For each component, the level of performance required to achieve each rating is defined in the Component Summary. (See Component Summaries for all staff in the Appendix on e-Portal)

Figure 1

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
a. Demonstrating knowledge of content and pedagogy b. Demonstrating knowledge of students c. Setting instructional outcomes d. Demonstrating knowledge of resources e. Designing coherent instruction f. Designing student assessments	a. Creating an environment of respect and rapport b. Establishing a culture for learning c. Managing classroom procedures d. Managing student behavior e. Organizing physical space
Domain 4: Professional Responsibilities	Domain 3: Instruction
a. Reflecting on teaching b. Maintaining accurate records c. Communicating with families d. Participating in a professional community e. Growing and developing professionally f. Showing professionalism g. Maintaining Attendance	a. Communicating with students b. Using questioning and discussion techniques c. Engaging students in learning d. Using assessment in instruction e. Demonstrating flexibility and responsiveness

iii. Introduction to Processes and Protocols

The Invest system recognizes that the differentiated needs of the teachers vary for experienced teachers and beginning teachers. Therefore, Invest groups teachers by their level of experience.

- **Track 1:** Beginning teachers need the support of mentors and administrators during their first several years while they increase their repertoire of effective classroom practices, and refine and develop their skills. Track 1 is the set of practices and procedures for beginning teachers. To further delineate, Track 1 has been separated into Track 1a for first year teachers and Track 1b for second and third year teachers.

- **Track 2:** For experienced teachers with more than three years of experience, a comprehensive evaluation should be thorough, affirming that their practice continues to be effective, while providing the basis for high-level professional dialogue between the teacher and appraiser. This track can also include opportunities for the teacher to engage in self-directed professional inquiry, when the teacher embraces the obligation for continuing improvement and professional learning.

- **Individual Support Plan (ISP) and Professional Growth Plan (PGP):** There are times when a teacher's performance falls below acceptable standards and must be improved, primarily for the well-being of students, but also for the good of the teacher and the profession in general. This track provides opportunities for more vigorous monitoring and assessment as teachers strive to reach acceptable levels of performance.

iv. The Rationale for Teacher Tracks and Interventions

Purpose of Track 1: To support beginning teachers in learning and achieving the performance standards of the profession and the District.

- To ensure that the Components of Professional Practice are understood, accepted and demonstrated
- To acknowledge involvement in school improvement initiatives
- To ensure targeted professional dialogue between teacher and appraiser
- To provide support through mentors (Track 1a) and administrators while beginning teachers increase their repertoire of effective classroom practices, and refine and develop their skills
- To provide accountability for decisions to continue employment

Purpose of Track 2: To provide experienced teachers a structured, supportive, and collaborative environment for enhancing their on-going professional growth, ensuring that all staff meet the standards for professional practice. Embedded in Track 2 are two presumptions: competence and continuous learning.

- To ensure that the Components of Professional Practice are understood, accepted and demonstrated, affirming that the teacher's practice continues to be effective
- To acknowledge involvement in school improvement initiatives
- To provide opportunities for the teacher to engage in self-directed professional inquiry; when the teacher embraces the obligation for continuing improvement and professional learning
- To provide feedback on professional issues
- To ensure the ongoing professional dialogue between teacher and appraiser
- To provide accountability for decisions to continue employment

Purpose of Individual Support Plan (ISP) - *Focused Assistance***:** To provide structure, formal assistance and guidance towards meeting standards of professional practice for teachers whose performance does not meet the expected criteria of the four domains, or who have failed to make adequate progress toward identified goals and/or overall proficiency. Staff using SGPs who fall below the rating standard will also be placed on an ISP.

- To define a process for the district to clearly articulate areas of (evidence-based) subpar performance determined from the evaluation process
- To provide a protocol for the district to work collaboratively with the teacher in constructing an improvement plan that defines the deficiencies, sets timelines, identifies specific improvement requirements, and defines success criteria
- To provide a structured process for a teacher who may benefit from additional support, enabling them to seek assistance in areas where their performance reflects deficiencies

- To address issues that are deemed by the appraiser and teacher to be short term, that can be improved through intensive focus and commitment

Purpose of Professional Growth Plan (PGP) - *Intensive Assistance***:** To provide more structured support and assistance to teachers who are not meeting the standards of professional practice within their ISP, such as not exhibiting change in classroom practice and/or that have a pattern of inadequate performance that is evident and serious.

- To define a process for the district to clearly articulate areas of (evidence-based) subpar performance within a teacher's ISP
- To provide a protocol for the district to work collaboratively with the teacher in constructing an improvement plan that defines the deficiencies, sets timelines, identifies specific improvement requirements, defines success criteria, and includes continuous, intensive assessments and monitoring
- To articulate the consequences and disciplinary actions that would occur if the performance is not adequately improved
- To offer a good-faith effort by the district to enable a teacher to strengthen continued and on-going aspects of deficient practice

v. Policies, Protocols and Procedures for Tracks 1a, 1b and 2

Track Placement: Teachers will begin initial placement in Track 1 or Track 2.
- <u>Track 1a:</u> New teachers with no previous experience or less than one year of experience will be placed in Track 1a.
- <u>Track 1b:</u> Teachers who are in their second or third year of teaching will be placed in Track 1b.
- <u>Track 2:</u> Teachers who have more than three years of experience will be placed in Track 2. Teachers new to Aldine who have more than three years of experience but no prior Invest rating will also be placed in Track 2

Appraisal Training:
Appraisal training for all teachers shall be held no later than the final day of the first three instructional weeks of the school year. Late hires will receive appraisal training within 15 instructional days from their date of hire.

Goal Setting/Action Plan and Conference:
- <u>All:</u> Within the first eight instructional weeks of the school year, teachers will progressively establish and submit Goals, Action Plans to accomplish the goals, and then meet with their appraiser for a goal setting conference. At the conference, the appraiser and teacher will collaboratively review and adjust the goals and action plans. A minimum of one goal must be set for each domain. The final completed document is due on the day artifacts are submitted at the end of the year. (Refer to Appendix on eportal– Form INV1)
- <u>Track 1a and 1b:</u> For teachers in Track 1 the mentor or buddy may participate in the conference.
- <u>Late Hires:</u> Teachers hired after the beginning of the school year will have four instructional weeks from their start date to establish and submit Goals, the Action Plan to accomplish their goals, (and SLOs for Other Staff only), and then meet with their appraiser for a goal setting conference.

Support Structure:
- <u>All:</u> All teachers will have professional development opportunities available at the campus level and at the district level. If a formal appraisal or walk-through rating indicates a need for support beyond that which is provided by these opportunities, teachers will begin the ISP process. (See Triggers in section II.vi for details on what triggers an ISP)
- <u>Track 1a:</u> All teachers in Track 1a will participate in a structured mentorship program outlined by the district. If a formal appraisal or walk-through rating indicates a need for support beyond that which the mentor can provide, teachers will begin the ISP process.
- <u>Track 1b:</u> At the administrator's discretion, a "buddy" may be assigned to a teacher in Track 1b to assist with continued professional growth. If a formal appraisal or walk-through rating indicates a need for support beyond that which the buddy system can provide, teachers will begin the ISP process.
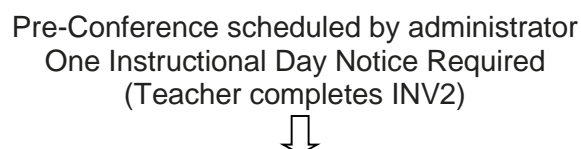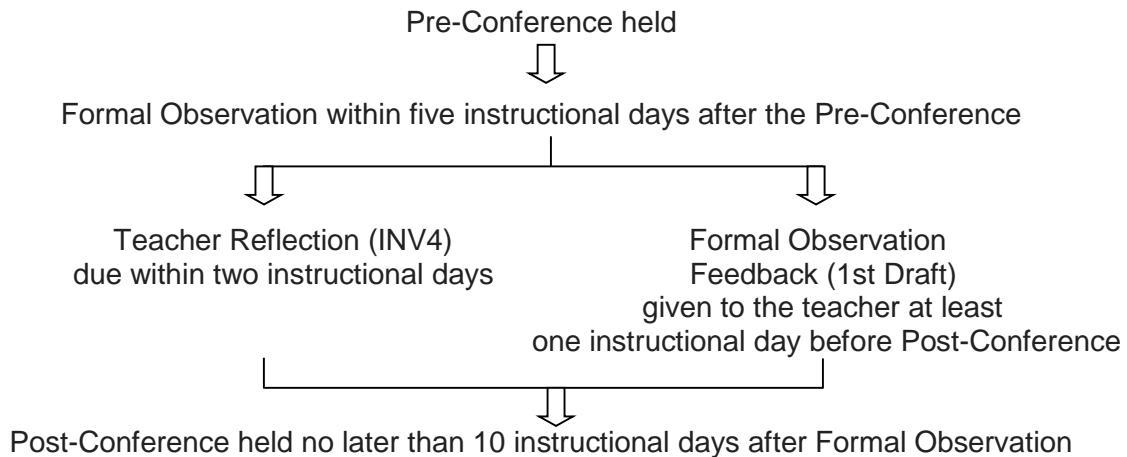
Walk-Throughs:
- <u>All Tracks:</u> Walk-throughs will be unannounced and require a minimum of 15 minutes of observation. Appraisers will observe components of Domains 2 and 3 to measure teaching effectiveness. At the end of the walk-through, the appraiser will submit the walk-through to the teacher to acknowledge in Frontline (Professional Growth). The appraiser's written feedback will be provided to the teacher within 10 instructional days after a walk-through. The district appraisal calendar will be followed.
- <u>Track 1a:</u> For teachers in Track 1a, a minimum of two walk-throughs is required each semester, resulting in four or more walk-throughs throughout the year. Two of these walk-throughs must be conducted prior to the formal observation.
- <u>Tracks 1b and Track 2:</u> For teachers in Track 1b and Track 2, two walk-throughs are required in the first semester, and a minimum of one walk-through is required in the second semester, resulting in three or more walk-throughs throughout the year. Two of these walk-throughs must be conducted prior to the formal observation.
- <u>Late Hires:</u> Teachers hired after the beginning of the school year will follow the Abbreviated Schedule. (Refer to Appendix on eportal– Annual Appraisal Timeline)

Formal Observations:
- <u>All:</u> A five instructional day window will be provided to teachers before all formal observations and a scheduled pre-conference is required for each one. (Refer to Appendix on eportal– Form INV2) Formal observations require a minimum of 45 minutes of observed instruction and appraisers will observe components of Domains 1, 2, and 3 to measure teaching effectiveness. At the end of the observation, the appraiser will submit the formal observation to the teacher to acknowledge in Frontline Professional Growth. The appraiser's written feedback will be provided to the teacher within 10 instructional days of the observation. Teachers will complete and submit the Post-Observation and Teacher Reflection Protocol to the appraiser within two instructional days after the formal observation. (Refer to Appendix on eportal – Form INV4) The appraiser's written feedback will be provided to the teacher at least one instructional day before the Post-Conference. A scheduled post-conference is required to communicate the feedback in person. The district appraisal calendar will be followed.

The following flow chart helps clarify the formal observation process:

Pre-Conference scheduled by administrator
One Instructional Day Notice Required
(Teacher completes INV2)
⇩

Pre-Conference held

⇓

Formal Observation within five instructional days after the Pre-Conference

⇓   ⇓

Teacher Reflection (INV4) due within two instructional days	Formal Observation Feedback (1st Draft) given to the teacher at least one instructional day before Post-Conference

⇓

Post-Conference held no later than 10 instructional days after Formal Observation

- <u>Track 1a:</u> One formal observation is required during the first semester. This observation is to be scheduled after two walk-throughs. If a teacher's performance results in an ISP, a second formal observation is required to take place in the second semester, and it will be unnannounced. Each observation will count as 50% of the overall formal observation rating.
- <u>Track 1b:</u> One formal observation is required at any time during the year. If a teacher's performance results in an ISP, a second formal observation is required to take place in the second semester, and it will be unnannounced. Each observation will count as 50% of the overall formal observation rating.
- <u>Track 2:</u> One formal observation is required at any time during the year. There is no required second formal observation if a teacher's performance results in an ISP.
- <u>Late Hires:</u> Teachers hired after the beginning of the school year will follow the Abbreviated Schedule. (Refer to Appendix on eportal – Annual Appraisal Timeline)

Second Appraisal Requests:

- If a teacher disagrees with the written observation feedback, a second appraisal may be requested in writing within 10 instructional days after receiving the observation feedback. If a second appraisal is requested, the principal will notify the HR Director for Employee Quality who will request the appropriate access to Professional Growth. Each campus will be paired with another pre-determined campus to assist in second appraisals. (Refer to Appendix on eportal– Second Appraisal Paired Schools) This observation will be unannounced. A final formal observation appraisal rating will be determined by using 60% of the domain ratings from the first appraisal and 40% of the domain ratings from the second formal appraisal. The second appraiser must particpate in the post conference.

Pre-Conferences:

- <u>All Tracks:</u> A pre-conference is required for all formal observations. (Refer to Appendix on eportal– Form INV2) The pre-conference will be held at least five instructional days before the formal observation. A one instructional day notice will be given to the teacher prior to the pre-conference.

Post-Conferences:

- <u>All Tracks– *Formal Observations*</u>: A post-conference to present observation feedback to the teacher is required within 10 instructional days after the formal observation. A draft copy of the formal observation findings will be given to the teacher at least one instructional day before the post-

conference. At the conference, a hard copy of the findings is to be signed and dated by the teacher and appraiser.

- Track 1a - *Walk-Throughs*: For teachers in Track 1a, post-conferences are required within 10 instructional days after the walk-through.
- Tracks 1b and 2 - *Walk-Throughs*: For teachers in Track 1b and Track 2, post-conferences are required within 10 instructional days after the walk-through if the teacher's performance resulted in a rating of unsatisfactory on any component. For all other ratings, post-conferences are optional. The teacher or appraiser may request a post-conference after any walk-through.

Artifacts:
- All Tracks – *Walk-Throughs:* Artifacts may be submitted for Domains 2 and 3. Artifacts must be submitted within two instructional days of the walk-through. The submission of an artifact(s) may increase the level of performance.
- All – *Post-Conferences (Formal Observations)*: During the pre- and/or post-conference of a formal observation, specific artifacts will be collaboratively identified by the teacher and the appraiser. Artifacts related to the lesson, for Domains 1-3, will be reviewed and discussed during formal observation post-conferences. The submission of an artifact(s) may increase the level of performance.
- All - *Summative Conferences:* For the summative conference, artifacts will be due as designated by the Invest Appraisal Calendar. The submission of an artifact(s) may increase the level of performance.
  - Required artifacts will be identified by domains as listed on the artifact form. (Refer to Appendix on eportal – Form INV10) The collection process for required artifacts in Domains 1-4 will be defined on each campus at the discretion of the principal, and will be due the date indicated on the current year's Invest Appraisal Calendar. If required artifacts are not submitted, the highest possible rating will be based on walk-through and formal observation data in Domains 1-3. Components in Domain 4 will be evaluated based on Administrator evidence.
  - Optional artifacts for Domains 1-4 may be presented by the teacher, at their discretion, to provide additional evidence, in efforts to positively affect their rating. (Refer to Appendix on eportal - Form INV7; use a minimum of one form per domain.) If teachers do not submit an artifact(s) for any domain (1 2, 3 or 4), the rating for that domain will be determined based on the observation data and/or administrator evidence. A teacher will not be penalized for not submitting optional artifacts.

Action Plan Reflection:
- All: Teachers should record their reflection of the Goals and Action Plans they set at the beginning of the year on the Action Plan Reflection form. (Refer to Appendix on eportal– Form INV6) This form will be due at the same time as the Artifacts.

Summative Conferences:
- All - *End of Year (Part A)*: The summative score on the Framework for Teaching is cumulative and considers all observations and artifacts. (Refer to Appendix – Form INV10) A draft of the summative score will be given to the teacher at least five instructional days before the end of year summative conference. The final summative rating for Part A will be disseminated no later than 15 instructional days before the last day of instruction. The Invest Appraisal Calendar will be followed.

- All - *Semester I of Following Year (Part B)*: The final rating on Student Growth will be completed no later than the first eight weeks of instruction of the following school year. If there are teachers who have transfered to another the campus, their current appraiser will complete Part B. The Invest Appraisal Calendar will be followed.
Part B-Student Growth will be used for accountability purposes beginning 2018-2019 school year.

vi. Policies, Protocols and Procedures for an Individual Support Plan (ISP) and Professional Growth Plan (PGP)

Triggers:
- ISP – Domain documentation: An ISP may be developed at any time for teachers or other staff members if an appraiser has documentation of an event or a pattern of teacher practice that could potentially produce a rating of basic or unsatisfactory in any of the four domains. A meeting will be held where a formal letter will be given to the teacher explaining the deficiencies that led to the development of an ISP. Other Staff who do not successfully complete an ISP will be placed on a PGP without a one-time extension. Other Staff do not qualify for a one-time extension because they must complete 100% of the professional activities to satisfy the ISP. The letter must be signed and dated by the administrator and the teacher. A teacher may not transfer to another campus while on an ISP or PGP.
ISP - Formal documentation: An ISP will be developed if a teacher receives a basic rating in two or more domains or an unsatisfactory rating in one or more domains. A meeting will be held where a formal letter will be given to the teacher explaining the deficiencies that led to the development of an ISP. The letter must be signed and dated by the administrator and the teacher.
- ISP - Additional considerations: An ISP may be extended to the next school year.
- PGP: A PGP will be developed if all targeted components identified in the ISP do not have at least a .5 increase during the ISP period as demonstrated by walk-throughs and do not score at least proficient and/or 100% of professional activities identified in an ISP are not successfully completed. If an ISP does not have walk-throughs because it did not address any components from Domain 2 or 3, a PGP will be developed if 100% of professional activities related to Domains 1 and 4 that were identified in the ISP are not successfully completed. A meeting will be held where a formal letter will be given to the teacher explaining the deficiencies in the ISP that led to the development of a PGP. The letter must be signed and dated by the administrator and the teacher.

Walk-Throughs:
- ISP: If any of the targeted components identified in the ISP fall within Domain 2 or 3, a minimum of three walk-throughs is required during the ISP. No walk-throughs related to the ISP are required if the ISP does not address any components from Domain 2 or 3. Post-conferences are required after each walk-through. Assistance from internal and/or external staff may be used throughout the ISP. Walk-throughs performed as part of an ISP may count toward any of the required walk-throughs for the semester.
- PGP: If any of the targeted components identified in the PGP fall within Domain 2 or 3, a minimum of four walk-throughs is required during the PGP. No walk-throughs related to the PGP are required if the PGP does not address any components from Domain 2 or 3. Post-conferences are required after each walk-through. Assistance from internal and/or external staff may be used throughout the PGP. Walk-throughs performed as part of a PGP may count toward any of the required walk-throughs for the semester.

Formal Observations:

ISP – Track 1a and 1b: If any of the targeted components in the ISP fall within Domain 2 or 3, a second formal observation is required during the second semester for an ISP developed for teachers in Track 1a or Track 1b. No second formal observation related to the ISP is required if the ISP does not address any components from Domain 2 or 3. The second formal observation will be unannounced. A post-conference is required following the observation.

Plan Development:
- ISP: The ISP will be developed collaboratively between the teacher and appraiser. (Refer to Appendix – Forms INV5a) The structure must include the following elements: plan start and end dates, targeted components, support plan outcomes, professional activities, projected dates, artifacts (optional), evidence of completion, and plan outcome. Walk-through and post-conference dates will also be documented on the ISP.
- PGP: The PGP will be developed collaboratively between the teacher and appraiser. (Refer to Appendix – Forms INV5) The structure must include the following elements: plan start and end dates, targeted components, plan goals, a timeline, expected outcomes, intervention activities, evidence of completion, directives for change, plan monitoring, plan summary and plan outcome. Walk-through and post-conference dates will also be documented on the PGP.

Duration:

ISP: The ISP will be implemented for a minimum of four to six instructional weeks. A one-time four to six week extension of the plan will be given if all targeted components identified in the ISP have at least a .5 increase during the ISP as demonstrated by walk-throughs but do not score at least proficient, and 100% of professional activities identified in the ISP have been successfully completed. If the ISP does not have any walk-throughs because it did not address any targeted components from Domain 2 or 3, a one-time four to six week extension of the plan will be given if 100% of professional activities related to Domains 1 and 4 that were identified in the ISP have not been successfully completed. Non-instructional other Staff who do not successfully complete an ISP will be placed on a PGP without a one-time extension. Non-instructional other Staff do not qualify for a one-time extension because they must complete 100% of the professional activities to satisfy the ISP.

- An ISP may carry over to the following school year. If a teacher/staff member is on an ISP, they are not allowed to transfer to a new campus. All applicants requesting a transfer must have a current evaluation rating of "effective" or higher.

- PGP: The PGP will be implemented for a minimum of four to six instructional weeks. A PGP may carry over to the following school year. If a teacher/staff member is on a PGP, they are not allowed to transfer to a new campus. All applicants requesting a transfer must have a current evaluation rating of "effective" or higher.
.

Artifacts:
- ISP and PGP: Artifacts will be specified during the development of the plans. Artifacts will be used to monitor progress and to measure teacher goal attainment.

Expected Outcomes:
- ISP: The appraiser and teacher will identify support plan outcomes to improve: (1) Teacher actions specific to individual practice and/or (2) Impact on student growth. The plan will include projected dates for each professional activity.

- PGP: The appraiser and teacher will identify expected outcomes and directives for change to improve: (1) Teacher actions specific to individual practice and/or (2) Impact on student growth. The plan will include a timeline for each intervention activity.

Results:
- ISP:
    1. Return to Track 1 or Track 2 if all targeted components identified in an ISP are at least proficient as demonstrated by walk-throughs and 100% of professional activities identified in an ISP are successfully completed. If the ISP does not have any walk-throughs because it did not address any targeted components from Domain 2 or 3, return to Track 1 or 2 if 100% of professional activities related to Domains 1 and 4 that were identified in the ISP have been successfully completed. A meeting will be held at the conclusion of the ISP where a formal letter will be given to the teacher indicating the successful completion of the ISP. The letter must be signed by the administrator and the teacher.
    2. A one-time four to six week extension of the ISP will be given if all targeted components identified in the ISP have at least a .5 increase during the ISP period as demonstrated by walk-throughs but do not score at least proficient and 100% of professional activities identified in the ISP are successfully completed. If the ISP does not have any walk-throughs because it did not address any targeted components from Domain 2 or 3, a one-time four to six week extension of the plan will be given if 100% of professional activities related to Domains 1 and 4 that were identified in the ISP have not been successfully completed. A meeting will be held where a formal letter will be given to the teacher reiterating the results of the ISP that contributed to extending the ISP. The letter must be signed and dated by the administrator and the teacher.
    3. Develop a PGP if all targeted components identified in the ISP do not have at least a .5 increase during the ISP period as demonstrated by walk-throughs and do not score at least proficient and/or 100% of professional activities identified in the ISP are not successfully completed. If the ISP does not have walk-throughs because it did not address any components from Domain 2 or 3, a PGP will be developed if 100% of professional activities related to Domains 1 and 4 that were identified in the ISP are not successfully completed. A meeting will be held at the conclusion of the ISP where a formal letter will be given to the teacher reiterating the results of the ISP that contributed to the development of a PGP. The letter must be signed by the administrator and the teacher.

- PGP:
    1. Return to Track 1 or Track 2 if a sustained change in practice is observed as demonstrated by walk-throughs and 100% of expected outcomes and intervention activities of the existing plan have been successfully completed. If the PGP does not have any walk-throughs because it did not address any targeted components from Domain 2 or 3, return to Track 1 or 2 if 100% of expected outcomes and professional activities related to Domains 1 and 4 that were identified in the PGP have been successfully completed. A meeting will be held at the conclusion of the PGP where a formal letter will be given to the teacher indicating the successful completion of the PGP. The letter must be signed by the administrator and the teacher.

    2. Develop a new plan if a sustained changed in practice is not observed as demonstrated by walk-throughs and/or 100% of the expected outcomes or intervention activities of the existing plan are not successfully completed. If the PGP does not have any walk-throughs because it did not address any targeted components from Domain 2 or 3, develop a new plan if 100% of expected

outcomes and professional activities related to Domains 1 and 4 that were identified in the PGP have not been successfully completed. Based on performance, a recommendation for non-extension or non-renewal of contract may occur. Even if a recommendation for a non-renewal or non-extension of contract is made, the teacher must continue with the new PGP. A meeting will be held at the conclusion of the PGP where a formal letter will be given to the teacher reiterating the deficiencies of the previous PGP that contributed to the creation of a new PGP. The letter must be signed by the administrator and the teacher. If a PGP has not been successfully completed by May 1st, a new PGP will not be developed for the remainder of the current school year. However, support will continue for the employee. A plan will also be developed in the fall if the employee is contracted with the district.

vii. Other Staff Specialized Framework

In looking at the framework to be used for all educators in the district, it became clear early on that professionals categorized as Other Staff, those outside of tested areas such as art teachers, music teachers, nurses, librarians, and social workers, had unique standards of practice, and therefore needed unique rubrics.

Other Staff groups each have their own Smart Card and Component Summary. These were built on the same constructs and principles as the standard *Framework for Teaching*, but have been modified for specific positions. (Refer to Appendix – Other Staff Smart Cards and Component Summaries) A list of staff that falls into the Other Staff category can be found at the end of section 1C of this manual.

Personnel in the Other Staff category will be classified as Instructional or Non-Instructional. Other Staff in non-instructional positions will NOT be placed in a Track; they will develop tailored Student Learning Objectives (SLOs). All Other Staff will receive SLO training by a district level expert and complete the Goals and Action Plans process. A conference will be scheduled to present feedback and the progress of the SLO at the conclusion of the first semester. (Refer to Appendix on e-Portal: Form INV9, page 5 - Other Staff Clarifier for a list of District Level Experts) Other Staff in instructional positions will be placed in Track 1 or 2 and follow the same timelines, protocols, and ISP/PGP procedures; making adjustments and necessary arrangements with appraisers around "classroom observation" intents, when necessary, for those who work in alternative environments. All ISP and PGP procedures apply to professional staff. More information about SLOs can be found in section II.b.ii of this manual.

b. Student Growth

i. The Aldine Growth Model Overview

The primary purpose of using student learning growth as one part of a teacher's evaluation is to help teachers become more effective in their work. It will allow Aldine ISD to measure students' academic progress, improve instruction and services to students, identify teachers not making progress, and ensure that every child has access to an effective teacher. Scoring of Student Growth Percentiles is discussed in Part III of this manual.

ii. Student Growth for Other Staff: Student Learning Objectives (SLOs)

Other Staff professionals outside of tested subjects have an enormous impact on student growth and learning. Without standardized assessments in place to measure that impact, the Aldine Student Growth

Model cannot be applied to these areas. To include all professionals in an evaluation system that focuses on student growth as an integral part of teacher quality, Aldine ISD developed an initiative using SLOs to measure the impact of educators outside tested areas. The Aldine Education Center (AEC) will not have a student growth requirement, specifically an SLO, due to the instructional setting and the limited amount of time they have with the students.

Other Staff professionals will be trained on the SLO process by the district level experts (DLEs). The goal is for all teachers and staff members that are outside of tested subjects to use resources and exemplar objectives for the Student Growth part of Invest, each being evaluated on the SLO. All assessments have been approved by the district level experts. (Refer to Appendix on e-Portal – Form INV9)

During the pilot phase and initial roll-out of Invest, Aldine ISD used SLO results for reporting purposes only; results were not included in the overall evaluation ratings.

WHAT IS AN SLO?

An SLO is a long-term academic goal that teachers/staff set for groups of students/teachers. It is specific and measurable, based on available prior student/teacher learning data, and aligned to state standards, as well as any school and district priorities. SLOs should represent the most important learning during an interval of instruction or service and may be based on progress, mastery, a combination of the two. Experience and research show that the objective setting process has the greatest impact on student/teacher learning when it is used to think through the professional practices that are having a positive impact on student growth. SLOs should be focused on educational expectations for the upcoming year. Compliance SLOs may also be created; if aligned with campus or district priorities.

SLOs will be developed within the confines of the definitions of the following phrases:
- Job-based
- Measurable
- Focused on growth in student/teacher learning
- Based on learning content and teaching strategies

Job-Based: A job-based objective reflects the type of work the faculty member performs with their students/teachers. For example, the objectives of third grade teachers are to be based on the work they do with students in their classroom; the objectives of music teachers are to be based on the work they do with their students; and the objectives of specialists, like school nurses, are to be based on the work they do with the students they serve in their capacity as a specialist.

Measurable: A measurable objective predicts quantifiable growth in student/teacher learning. Assessments, when administered, should be able to be scored and measured.

Focused on Growth in Student/Teacher Learning or Compliance: By focusing on student/teacher growth, objectives help teachers pay attention to how much student/teachers learn under their instruction, which means that objectives are set using baseline data and written with the expectation that student learning will be measured against that baseline data. Only those topics that clearly state a teacher's expectations for student learning growth are to be included in objective setting.

Based on Learning Content and Teaching Strategies: Objectives do more than establish a measurable "finish line." They also help frame learning content, instructional priorities for the year, and teaching strategies; the significant, realistic steps a faculty member must take to meet objectives.

Procedures and Timelines for Setting and Evaluating SLOs:
SLOs will be set by the district level experts.
Procedure - The objectives setting procedure has several steps.
Within the first eight weeks of school, teachers will: (Refer to Appendix on ePortal – Form INV9)

1. **Define:**
   - Population – the specific group of students/teachers the SLO will address.
   - Instructional Time – how often and for how long there is interaction with student/teacher population.
   - Review Aligned Standards – what specific standards (e.g., national, state, local, or Aldine recognized) and/or performance indicators (e.g., grade level, course, or objective statement) the SLO will address.

2. **Review the assessment.**
   - Assessments are the tests, presentations, projects, or other methods that provide specific data to measure student growth over time. For SLOs based on compliance, the evidence that proves compliance will be is selected.
   - Assessments should measure the content/skills of the SLO and be tied closely to the curriculum reflecting what students/teachers are expected to learn.
   - Staff members will use the district approved assessments that is indicated in the SLO.

3. **Review data collection parameters**
   - How often and when will assessments be administered and data collected?

4. **Review how assessments will be scored.**
   - A rubric as a scoring guide and instructions for how the assessment will be scored is provided by the district level experts.
   - Rubrics are approved by district level experts.

5. **Review baseline source.**
   - Baseline data sources measure the current content/skills of the SLO as identified at the beginning of the semester, or end of the prior year.
   - Baseline data includes the number of students and grade level.
   - Include the expected growth of the students if the baseline data predicts expected growth.
   - Data may be included about subgroups of students, individual students, and/or a similar group of students/teachers.
   - Indicate if the results are differentiated or tiered.

Timeline
- Within the first three instructional weeks of school, all staff that has SLOs will be trained by district level experts on the SLO process.
- Within the first four instructional weeks of school, the SLO will be submitted to the district level expert. The district level expert will approve the SLO.

- Within three instructional weeks, of submission the district level expert will return the SLO with their feedback to the staff member.
- Within the first eight instructional weeks of the school year, the principal/appraiser will make the final approval of SLO.
- At the beginning of the second semester, the appraiser will meet with each staff member individually to check progress toward meeting the SLO. In the course of this midpoint conversation, a consensus may be met to adjust the SLO. Any adjustments must be made based on student achievement data.
- Prior to the last day of instruction, all assessment data must be collected and submitted to appraiser.
- Within the first eight instructional weeks of the following fall semester, the appraiser will determine an assessment rating based on the evaluation of the SLO and the student/teacher growth results relative to the assessment.

Following the same guidelines as regular teachers, staff using an SLO who falls below the rating standard will be placed on an ISP.

Late Hires: Teachers hired after the beginning of the school year will have four instructional weeks from their start date to submit SLOs (for Other Staff only).

iii. Verification Process

Overview

Student performance data will be pulled at specific times to be used in measuring student growth as a part of the evaluation process. It is important to determine which students are attributed to each teacher. Teachers will be able to verify the accuracy of students attributed to them.

Definitions: The following terms will be used within the verification process.

1) **As-of Date.** The as-of date is a date approximately 30 days into each semester (or course for full year courses) that will be used to determine if a student is attributed to a teacher. Students must be enrolled in the course prior to the as-of date if the student is to be attributed to a teacher. Students who enroll after the as-of date will not be attributed to a teacher.

   The following will be used for as-of dates:
   Semester courses
   - **Fall Semester.** The first Friday of October (Approximately 30 instructional days from the start of the semester).
   - **Spring Semester.** The first Friday of February (Approximately 30 instructional days from the start of the semester).
   Full year courses – The first Friday of October (Approximately 30 instructional days from the start of the semester).

2) **Verification Date.** The verification date is the date Aldine ISD will use to generate the list of students that will be attributed to a teacher. The verification date will be aligned with assessment dates. Students must be enrolled in the class on the verification date to be attributed to a teacher.

The following will be used for <u>verification dates</u>:
<u>Semester courses</u>
- **Fall Semester.** The first Friday of December.
- **Spring Semester.** The first Friday of April.

<u>Full year courses</u> – The first Friday of April.

Rational

The verification dates were selected because they: a) fall on a consistent date that is independent of when school begins; b) allow a period of time for schedule changes; and c) ensure the teacher has an appropriate amount of time to impact student growth (60 days for single semester classes and 120 days for yearlong classes; or 66% of the semester.

Attributed Students. Attributed students are those students whose performance data will be used to measure student growth as part of a teachers evaluation. Students will be attributed to a teacher if they are enrolled prior to the as-of date and continue to be enrolled in the class on the verification date.

The following will be used for teachers to verify attributed students:

<u>Teacher Verification</u> - The teacher five day verification window will provide teachers and other staff members the opportunity to verify attributed students.

- **Semester Courses.** The annual verification will be conducted for the fall and spring courses during the spring semester.
- **Full Year Courses.** The annual verification will be conducted during the spring semester.

III. FINAL INVEST RATINGS

One key feature of the Invest system is its use of multiple measures, drawn from both a teacher's observation scores and student growth scores, to produce teacher ratings. These ratings are indispensable for more accurately differentiating instructional practice, increasing teacher effectiveness and improving teacher retention.

The "**Final Invest Rating**" will be divided into two parts:

(1) **Teacher Practice (Framework for Teaching Score):** In the spring, administrators will combine scores on components, and then domains, to give each teacher a rating of *Highly Effective, Effective, Needs Improvement, or Ineffective* on the Danielson Framework for Teaching.

(2) **Student Growth (Aldine Growth Model Score):** Prior to the last instructional day of the academic year, teachers will administer their relative assessment, thus providing a student growth score, which will also fall into one of the same four ratings. SGP or SLO data will be used to determine the level of proficiency. Iowa and Logramos Assessments will be suspended for the upcoming year. Teachers who were previously evaluated using Student Growth Percentiles (SGP) for Part B-Student Growth will now be evaluated using Student Learning Objectives (SLO).

a. Combining Danielson Measures for the Rating Matrix: Part A

On each component, administrators will use the evidence they have gathered through observations, conferences and artifact collection to give teachers a score of 1- 4 (1 being unsatisfactory and 4 being distinguished). Once teachers have received scores on the individual components, the scores are averaged to provide an overall rating.

The final ratings will be weighted. The score given for each component will be derived as follows:
50% from the formal observation score, and
50% from the cumulative scores of all walk-throughs.

Domain 1: Planning and Preparation		Domain 2: Classroom Environment	
3	1a. Demonstrating knowledge of content and pedagogy	3	2a. Creating an environment of respect and rapport
3	1b. Demonstrating knowledge of students	3	2b. Establishing a culture for learning
3	1c. Setting instructional outcomes	3	2c. Managing classroom procedures
3	1d. Demonstrating knowledge of resources	3	2d. Managing student behavior
3	1e. Designing coherent instruction	3	2e. Organizing physical space
3	1f. Designing student assessments		
3.00	◀ Domain 1 Average	3.00	◀ Domain 2 Average
Domain 4: Professional Responsibilities		Domain 3: Instruction	
3	4a. Reflection on Teaching	3	3a. Communicating with students
3	4b. Maintaining accurate records	2	3b. Using questioning and discussion techniques
2	4c. Communicating with families	2	3c. Engaging students in learning
2	4d. Participating in a professional community	4	3d. Using assessment in instruction
3	4e. Growing and developing professionally	4	3e. Demonstrating flexibility and responsiveness
3	4f. Showing professionalism		
3	4g. Maintaining Attendance		
2.67	◀ Domain 4 Average	3.00	**Domain 3 Average**

Once averaged, each domain score, which carries to the hundredth place (not rounded), where applicable, will then fall into an overall proficiency range. Cutoffs for these different ranges are found in the top row of the chart below (in the gray shaded area):

| Domain	Distinguished 4.00- 3.50	Proficient 3.49 - 2.80	Basic 2.79 - 2.20	Unsatisfactory 2.19 - 1	Score
Domain 1 Planning and Preparation		X			**3.00**
Domain 2 Classroom Environment		X			**3.00**
Domain 3 Instruction		X			**3.00**
Domain 4 Professional Responsibilities			X		**2.67**

The ranges, or "cutoff scores" for each domain, were set based on what work group members, district leadership and consultants believed was a fair combination of component ratings. Research from the MET Project, on the Danielson Framework, documents that a score of distinguished or unsatisfactory *on all components* is quite rare. To ensure that deserving teachers could earn the highest rating, the cutoff score was set at 3.5, making it possible to be distinguished even though teachers did not receive this rating in each domain. For example, in Domains 2 and 3, teachers distinguished in three out of five components, and proficient in the other two can be rated distinguished for the domain as a whole. Similarly, to be considered proficient in each domain, teachers must score equal to or greater than a 2.8. This allows teachers to score proficient on four and basic in one of the five components and be considered proficient overall.

Once scores are established at the domain level, teachers can be assigned an overall rating using a very simple set of rules. Domains 2 and 3 – Classroom Environment and Instruction – are most important; they are considered to be the "power domains" because they are most directly connected to student learning results and are the focus of the instructional videos created by Frontline for evaluation and training. These rules are described in each of the performance level rating boxes below:

Rating Matrix: Part A (Teacher Practices)

	Rating
Highly Effective ▪ Domains 2 <u>and</u> 3 result in a distinguished rating. ▪ Domains 1 <u>and</u> 4 result in a proficient or distinguished rating.	
Effective ▪ Domains 2 <u>and</u> 3 result in a proficient rating. ▪ Domain 1 <u>or</u> 4 results in a basic rating.	**X**
Needs Improvement ▪ <u>More than one</u> domain results in a basic rating. ▪ Domain 2 <u>or</u> 3 results in a basic rating.	
Ineffective ▪ <u>One</u> domain results in an unsatisfactory rating. ▪ <u>Three or more</u> domains result in a basic rating.	

b. Using Student Growth Percentile for the Matrix Rating: Part B
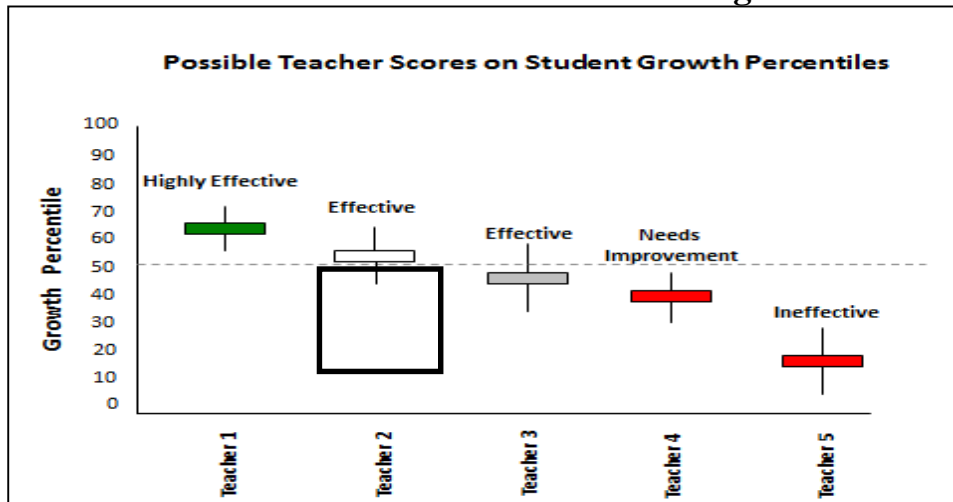
Once the district receives its testing data, The Teaching Doctors Company will perform the statistical analysis for every eligible teacher reflecting their overall student growth percentile. The final rating for Part B will be completed within the first eight weeks of instruction during the fall semester of the following school year.

If a teacher teaches more than one subject, and has student growth data from multiple subjects, the student growth percentile will be determined as follows:

1) If SGP ratings in all subject areas are Effective or above, the cumulative rating will be the highest rating received.

2) If any rating in any subject area is below Effective, the cumulative rating will be the lowest rating received.

Within each of these ratings, teachers and administrators will be able to look at individual student growth and achievement scores and analyze how their final growth percentile was calculated.

Rating SGP Matrix: Part B (Student Growth)

Performance Level Conditions	Rating
Highly Effective ▪ Results must include a green "candle." (Candle refers to the horizontal bar in the above graphic.) ▪ This will happen when they have a growth score above the 50 percentile, and their standard error does not stretch below the 50 percentile line.	
Effective ▪ Results must include a white or gray "candle." ▪ This will happen when an educator has a growth score closely above or below the 50 percentile, but that has a "wick" (standard error) which crosses the 50 percentile threshold. (Wick refers to the vertical black line above and below each candle in the above graphic.)	**X**
Needs Improvement ▪ Results include a red "candle" that is above the 30 percentile line. ▪ In this case the teacher's candle will be red, because the "wick" (standard error) does not reach the 50 percentile; however, their raw score indicates a proximity to effectiveness that might be changed with some targeted improvement.	
Ineffective ▪ Results include a red "candle" that is below the 30 percentile line.	

Part B: Student Growth Percentile	Highly Effective	Effective	Needs Improvement	Ineffective	Score
		X			56

c. Access and Permissions for Viewing Invest Ratings

The Invest rating data will only be accessible to Aldine ISD leadership. Teachers will have access to their own personal data, and Principals will have access to final Invest rating data of teachers in their school buildings. District Cabinet members, and Program Directors will have access to all data for the entire district, but this final rating data will not be shared with the general public or outside entities.

Although the disclosure of the evaluation of public school teachers and administrators does not constitute invasion of privacy, such evaluations are confidential by statute and therefore exempted from public disclosure pursuant to §552.101 of the Government Code. §21.355 of the Education Code makes confidential a document evaluating the performance of a teacher or administrator.

IV. INVEST TRAINING

Effective training of both administrators and teachers is essential for the success of the teacher evaluation system. Training takes place in three phrases.

Administrator Certification on The Framework for Teaching. All administrators will be certified on the Danielson Framework through Teachscape's *The Framework for Teaching Proficiency System.* Technical support for the system can be reached by calling **1-888-479-7600** or emailing support@teachscape.com.

- This system enables Aldine ISD to promote high-quality observations by implementing rigorous training for all observers. It includes 12 online training modules, integrated into a single easy-to-use system. Each part of the Proficiency System includes master-scored videos at all levels of performance. This certification system has very high pass rates and unprecedented high levels of inter-rater reliability (exceeding 90%).
- *Training on the Evaluation Platforms,* Professional Growth, Calibration and Collaboration. Professional Growth, Calibration and Collaboration is a complete evaluation management system that combines live observation and video-based observation into one seamless platform. Aldine ISD evaluators learn how to: (1) schedule and conduct classroom observations and conversations; (2) combine results from live observations with video observations; and (3) support the entire workflow process of teacher evaluations. The Invest team will monitor the progress of the evaluation process across all schools so that professional development efforts can be targeted to meet teachers' needs.

Beginning of the Year Training

Administrators will train their teachers on the evaluation system at the beginning of the school year, by the end of the first three instructional weeks of school. This training will cover the following objectives.

- *Training on the Framework for Teaching.* During the initial Orientation for new participants to Invest, teachers will receive a one-day introduction to the observation process and to the Framework for Teaching. In the days that follow, they will be provided access to Frontline Professional Growth online training that features master-scored benchmark videos that provide formative feedback through interactive exercises. The series online learning modules help educators apply the Framework to their own practice. This introduction will set the stage for a dialogue about teaching effectiveness that will continue as the school year progresses. Teachers may earn up to 12 CPE hours in their first year of participating in Invest for accessing the modules. Modules are located in Frontline Professional Growth. Each year, after their first year of participation in Invest, teachers will receive a minimum of a 1 ½ hour refresher seminar.
- *Training on the Evaluation Platform. The* teachers will also be trained on the Frontline Professional Growth evaluation management system described above.
- *Training Videos on the Aldine Growth Model*. To help Aldine employees gain a clearer understanding of student growth, modules have been designed to be used in training, preferably in a group setting initially, followed by individual viewings as necessary. The following modules are available:

  1. Class #1 (Learning Growth Defined) - http://youtu.be/lh1FV-yyRdU
  2. Class #2 (Interpreting Scatter Plots) - http://youtu.be/mbn-Z2SDmhE
  3. Class #3 (Interpreting Candle & Wick Charts) - http://youtu.be/GEW5EBdYC3U
  4. Class #4 (How Learning Growth Fits into INVEST) – http://youtu.be/kJI4WW2D4Q4
  5. Class #5 (Assessment Description and Instructions) - http://youtu.be/csZ2nfSm86Q

Class #5 directs you to take a test. The test can be found at -
http://thevaanetwork.com:8100/reporting/public

A workbook, Invest's Measure of Student Growth, accompanies the online training modules is located in the Appendix.

Principals and teachers can access Student Growth Percentiles, once released, by visiting the website, https://thevaanetwork.com, and logging in using their Aldine email address. Each user must be re-registered every school year. Principals are responsible for this process. An instructional video has been developed that teaches administrators how to register teachers on the Learning Growth Network Site which can be accessed at http://youtu.be/HUyGDDxOv2g.

Another source of information relative to this subject is Aldine's Growth Model FAQ found in the Appendix on ePortal.