

Teacher Guidebook 2015-2016

HOW WE
DEFINE
SUPPORT
REWARD
THE BEST

Dallas ISD: What We Are All About

Vision

Dallas ISD seeks to be a premier urban school district.

Destination

By The Year 2020, Dallas ISD will have the highest college- and career-ready percentage of graduates of any large, urban district in the nation.

Destination 2020 is our strategic plan to raise student achievement for all students. It will be accomplished by investing in people, focusing on the classroom, strengthening our systems, and engaging the community. To learn more, visit: <http://www.dallasisd.org/destination2020>.



Core Beliefs

- Our main purpose is to improve student academic achievement
- Effective instruction makes the most difference in student academic performance
- There is no excuse for poor quality instruction
- With our help, at risk students will achieve at the same rate as non-at risk students
- Staff members must have a commitment to children and a commitment to the pursuit of excellence

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A Focus on Teacher Excellence

In Dallas ISD, our Destination 2020 plan focuses on improving the quality of instruction and placing an effective teacher in front of every child. Research has repeatedly demonstrated that teachers are the most important school-based factor in improving student achievement. In this regard, the Teacher Excellence Initiative (TEI) was established with one primary objective: Improve student learning by improving teacher effectiveness.



What is TEI?

TEI is an integrated system for how we define, support, and reward excellence.

- **Defining Excellence.** A vision for great teaching enables us to clarify expectations through a fair, accurate, and rigorous evaluation system. We have worked to ensure the evaluation system components are researched-based and have been informed by extensive feedback and beta-testing by Dallas ISD teachers, principals, and other stakeholders.
- **Supporting Excellence.** A robust evaluation system provides us with the opportunity to create differentiated professional learning opportunities tailored to each teacher's unique needs. In addition to the ongoing feedback that teachers receive as part of the evaluation system, we are investing in expanding professional development supports for teachers at every stage of their career.
- **Rewarding Excellence.** Retaining effective teachers is essential to effective schools. We have designed a new compensation system that rewards classroom teachers of all grades and content areas based on their overall effectiveness. Recognizing our best teachers will help raise the quality of instruction for all students in our schools.

TEI aims to increase the effectiveness in teacher's work with students and in collaboration with colleagues. The rest of this guidebook seeks to explain each of the three components of TEI further as well as point to additional resources.

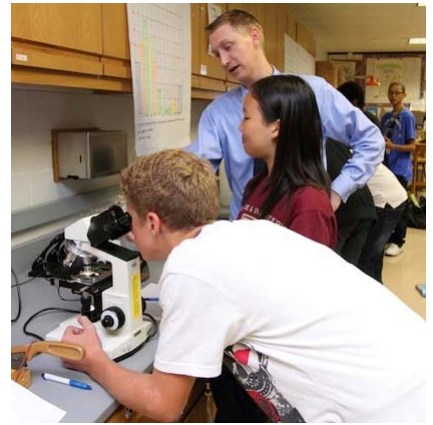
For further information, please visit: www.dallasisd.org/tei

To view related district policies and regulations, visit: <http://pol.tasb.org/Policy/Code/361?filter=DNA>

Contact us with questions at tei@dallasisd.org

Defining Excellence

How will I be evaluated?



Evaluation System Overview & Teacher Categories

What components will be part of a teacher’s evaluation?

The annual evaluation consists of three components for most teachers:

- (1) Teacher performance (rubric-based observations of practice)
- (2) Student achievement (student assessment results)
- (3) Student perceptions (student survey results)

How do the evaluation components vary for different teachers?

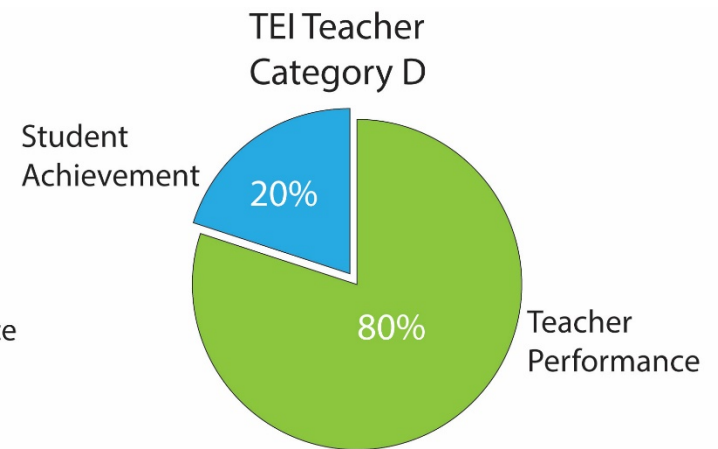
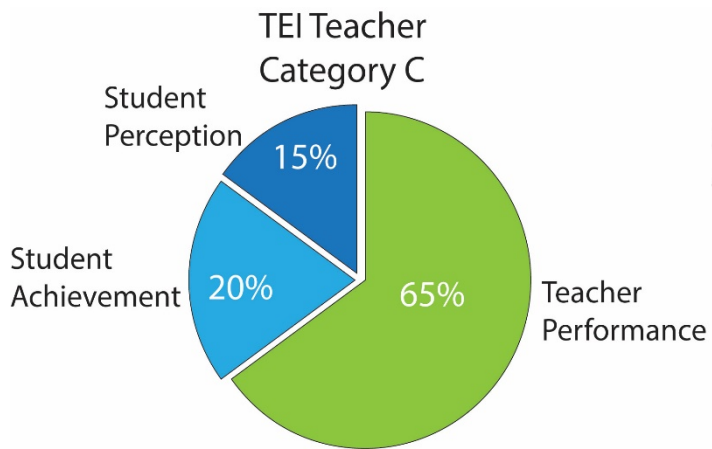
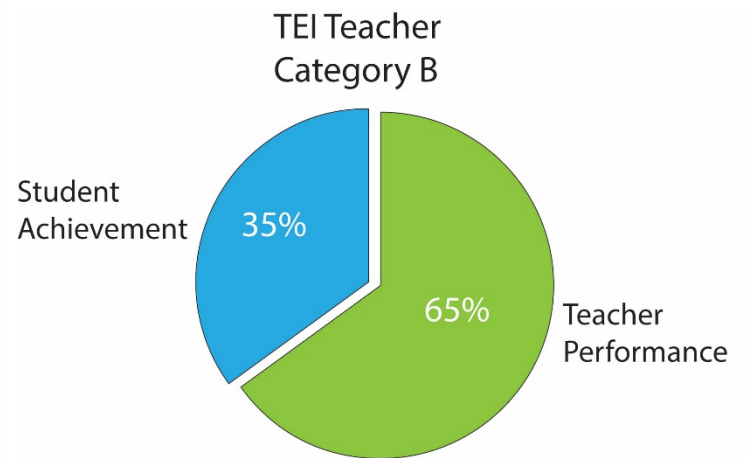
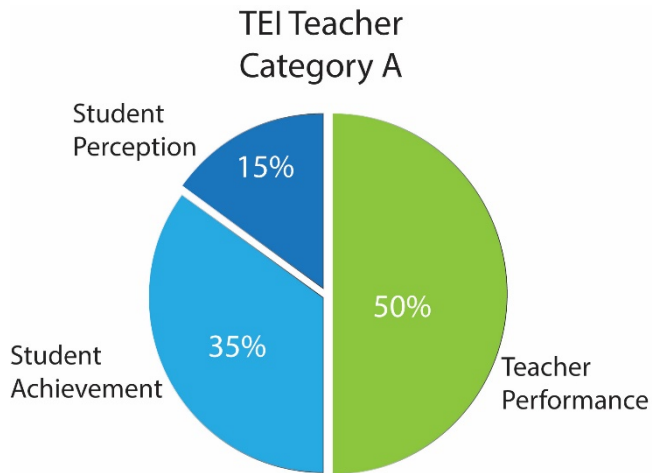
The majority of teachers will be evaluated using all three components (teacher performance, student achievement, and student perceptions). However, in order to ensure a fair, accurate, and rigorous evaluation for all teachers, adjustments are made for various categories of teachers. The table below summarizes the four teacher categories and how their evaluation templates differ.

Teacher Category	Teacher Performance	Student Achievement	Student Perceptions
Category A – Most grade 3-12 teachers whose students take an ACP, STAAR, or AP exam, including most K-5 specials teachers	50%	35%	15%
Category B – Most K-2 teachers whose students take an ACP or ITBS/Logramos	65%	35%	0%
Category C – Most grade 3-12 teachers whose students do not take an ACP, STAAR, or AP assessment but who are able to complete a student survey (e.g., CTE teachers).	65%	20%	15%
Category D – Any teacher whose students do not take an ACP, STAAR, or AP assessment nor are eligible to complete a student survey (e.g., pre-K teachers, teachers not-of-record such as SPED inclusion teachers, TAG teachers)	80%	20%	0%

These categories are used for the purposes of describing in general terms how teachers might fall into a particular category. The rest of the Defining Excellence section describes the above components in more detail and will reference differences among categories where applicable.

Please note that some teachers may have an evaluation template under a different category depending on the percentage of students with appropriate assessment data and other requirements concerning the minimum number of scores to calculate certain metrics. For more information on this topic, see the section on [Student Achievement](#).

Evaluation Templates: Categories A – D



Teacher Performance: Rubric

What is the Teacher Performance Rubric?

The Teacher Performance Rubric is the district's foundational definition of effective teaching. The rubric describes in detail the teacher and student behaviors of excellent teachers as well as the performance levels along the continuum for each indicator. The rubric is comprised of 19 indicators of teacher practice across four domains. The next page provides an overview of the domains and indicators. The full rubric is in Appendix A.

Who developed the Teacher Performance Rubric?

In 2011, Dallas ISD teachers, administrators, and central instructional staff were convened by an external consultant to develop the rubric. A wide range of research as well as other rubrics were reviewed to inform the design of a unique rubric for Dallas ISD. In addition, the rubric was field-tested by principals and teachers in schools across the district.

Will the rubric be revised over time?

Each year a committee may be convened to collect feedback and update the rubric to clarify and revise indicators as needed. This revision process will allow the district to maintain an ever-current and increasingly clear definition of effective teaching.

How are the four domains assessed?

Domains 1 and 4 are scored based on evidence collected throughout the year.

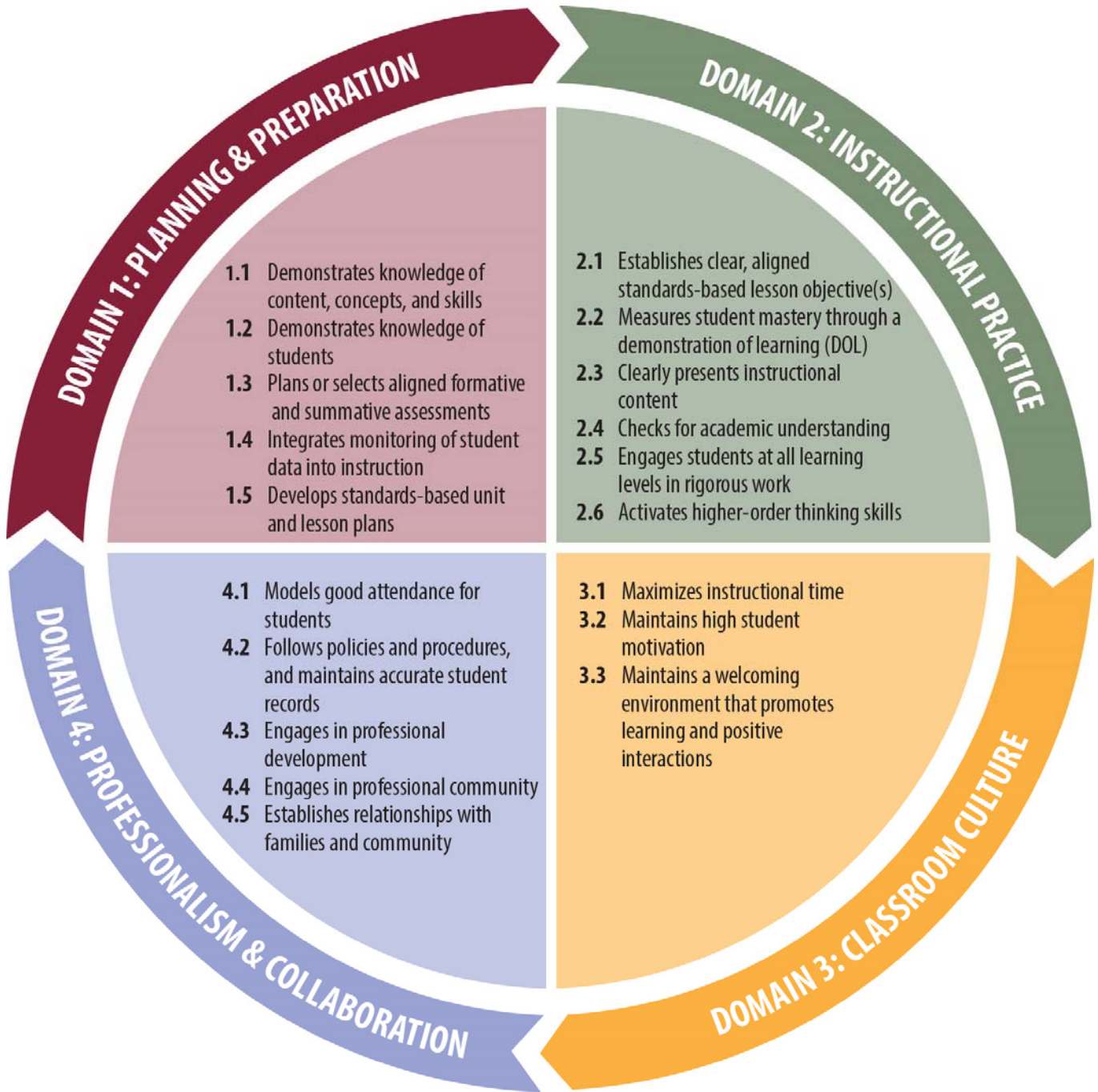
Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of spot observations, any extended observations, and any other informal observations conducted and data collected by evaluators.



Are some indicators weighted more than others?

While all indicators are essential components of teaching, the nine indicators that comprise Domain 2 and 3 have been assigned greater weight since these indicators are the classroom indicators of instructional effectiveness. This reflects our Core Belief #2: Effective instruction makes the most difference in student academic performance. Of these nine indicators, four indicators have been given a double weight, and five indicators have been given a triple weight as these five are the focus of frequent spot observations and help focus the district as a whole on high-leverage practices. Over time, the focus indicators for spot observations may change as the district becomes proficient in these areas. These will be re-visited on an annual basis.

Teacher Performance Rubric



Teacher Performance: Observations

Spot Observations

What are spot observations?

A spot observation generally consists of a 10- to 15-minute observation by a certified evaluator (typically, a principal or assistant principal). While the minimum is 10 minutes, evaluators may observe longer to gain additional perspective when needed. The observations focus on a defined set of high-leverage indicators from the rubric. The spot observations will focus on a total of five indicators. These include four indicators from Domain 2 and one indicator from Domain 3: 2.1, 2.2, 2.3, 2.5, and 3.1.

How many spot observations will I receive in 2015-16?

A teacher's prior year TEI effectiveness level will determine how many spot observations are conducted annually. A teacher without a prior year effectiveness level or rated Progressing II or below will continue to receive a minimum of ten spot observations annually. Teachers who receive an effectiveness level of Proficient I, will receive a minimum of eight spot observations. Distinguished teachers (Proficient II and above) will receive a minimum of six spot observations. Teachers who are new to DISD, but will undergo DTR in their first year with DISD, will receive a minimum of eight spot observations. In circumstances in which teachers are at a particular school for less than a full year (e.g., leave of absence, mid-year hire), the teacher will receive a reduced, pro-rated minimum number of spot observations. This will be evaluated yearly, with input from School Leadership, the Superintendent, and TEI Campus Experts.

Who conducts spot observations in 2015-16?

Each teacher will have a clearly designated primary evaluator, who will most often be a principal or assistant principal at the teacher's school. Additional evaluators (principal or assistant principal) may conduct spot observations at the discretion of the primary evaluator. All evaluators are required to pass all three components of TEI evaluator certification.

Spot observations from both the primary and any other certified evaluators count toward the required number of spot observations for a teacher.

In cases where there is more than one evaluator, the primary evaluator must conduct at least three spot observations each semester for the teachers assigned. At least three spot observations per semester will be scored.

For the 2015-16 school year, schools may choose whether to use peer observers to conduct spot observations during the year. It is a



principal decision to allow peer observations on their respective campus. Spot observations conducted by a peer will not count towards the total number of spots needed for each teacher.

Should a principal choose to allow for peer observations, the following steps and parameters should be followed:

- The principal would create a list of teachers or instructional coaches in the school who are calibrated and have a strong instructional lens. Peer observers, who are also teachers in the school, must agree (volunteer) to serve as peer observers.
- The principal would allow each teacher in the school to select a peer observer from the list. Teachers do not have to choose peer observers; this is voluntary.
- The peer observer would conduct two spot observations of the teacher during the course of the year. The peer observer would fill out a spot observation form and have a brief meeting (within 48 hours) with the teacher to discuss the observation.
- The spot observation form and the discussion will not be shared with the evaluator or the leadership team. Thus, these spot observations will not be entered into Schoolnet and will not be used to assess the teacher's performance.
- The peer observer needs to inform the principal within 48 hours of conducting a spot observation that such an observation was completed.

Will I receive feedback on spot observations?

One of the primary purposes of spot observations is to provide teachers with frequent feedback to support growth. As a result, teachers will receive written feedback within two working days from the evaluator that conducted the spot observation. Face-to-face feedback conversations are also recommended but not required.

Extended Observations

What is an extended observation?

All teachers receive at least one extended observation, which consists of an unscheduled observation of at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided into two or more observations that total 45 minutes. The evaluator will provide a 10 working day window in which this observation will occur. All indicators of Domains 2 and 3 are rated and scored for the extended observation.

Who conducts the extended observation?

The extended observation is conducted by the primary evaluator.

Will I receive feedback on my extended observation?

The extended observation provides the evaluator and teacher the opportunity to discuss a full lesson. Written feedback will be provided and a conference will be held within 10 working days.

Informal Observations

What is an informal observation?

Evaluators conduct informal observations in order to provide teachers with constructive feedback to improve practice. Evaluators can observe teachers at any time, in any school setting, of any duration, and with any frequency deemed appropriate. Any observed actions, evidence, or artifacts may inform a teacher’s evaluation.

Summary

The following chart summarizes some of the key features of the observation types discussed above.

Observation Type	Duration	Frequency	Focus	Scored	Written Feedback	Conference	Informs Summative
Spot	Typically 10-15 minutes	<ul style="list-style-type: none"> Dependent on prior year TEI effectiveness level. Progressing I, II, and those with no prior effectiveness level: 10 annually Proficient I: 8 annually DTR eligible and first year with DISD: 8 annually Proficient II and above: 6 annually 	5 key indicators	3 scored per semester	Required within 2 working days	Recommended	Yes
Extended	Typically 45 minutes	Minimum of One	Domains 2 & 3: All 9 indicators	Yes	Required within 10 working days	Required within 10 working days	Yes
Informal	Any length	Any amount	Any	No	Optional	Optional	Yes

Summative Performance Evaluation

How is my total score for teacher performance derived?

Domains 1 and 4 are scored based on evidence collected throughout the year.

Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of spot observations, extended observations, and any type of informal observations conducted by evaluators.

No mathematical calculation will be used to average the spot observations with each other or with the extended observation. Rather, the evaluator considers all the evidence, including the spot observations and extended observation, and scores each rubric indicator. In this way, the evaluator can account for anomalies and provide credit for growth during the year.

Each indicator has a maximum score of three points (Unsatisfactory = 0, Progressing = 1, Proficient = 2, and Exemplary = 3). After each indicator score is entered in Schoolnet, the total score is automatically calculated by applying the appropriate indicator weights (1x, 2x, and 3x) and summing the weighted indicator scores together. The maximum possible points is 100.

Performance Rubric Domains	Evidence Used	Max. Points
Domain 1: Planning & Preparation	Artifacts and informal observations	15
Domain 2: Instructional Practice	Spot, extended and informal observations	48
Domain 3: Classroom Culture	Spot, extended and informal observations	21
Domain 4: Professionalism & Collaboration	Artifacts and informal observations	15
Base Point	Awarded to all teachers	1

TOTAL = 100

This score is then converted to the appropriate performance percentage for each of the evaluation template categories (50% for Category A, 65% for Categories B and C, and 80% for Category D).

For information about how the scoring is adjusted for those teachers undergoing the Distinguished Teacher Review process, please see the section on Distinguished Teacher Review.

How will I receive my summative evaluation?

Teachers will engage in a conference prior to the end of the school year with their evaluator in which the summative performance evaluation is shared. In addition, the performance evaluation scores will be available in Schoolnet.

Do all my spots need to be conducted before I can receive my summative evaluation?

Evaluators may determine the summative performance evaluation score and hold the summative conference after the following minimum number of spot observations and the extended observation have been conducted. A teacher who will have a minimum of 10 spot observations conducted must

have 7 spot observations and the extended observation prior to the summative. A teacher who will have a minimum of 8 spot observations conducted must have 6 spot observations and the extended observation prior to the summative. A teacher who will have a minimum of 6 spot observations conducted must have 4 spot observations and the extended observation prior to the summative. This flexibility is allowed in order for evaluators to have sufficient time to complete summative performance evaluations before the close of the school year.

For teachers eligible for DTR, the summative performance evaluation score may be determined, and the summative conference may be held after a minimum of four spot observations and the extended observation are conducted in order to allow time to go through the DTR process.

How will evaluators be held accountable for accurately assessing teacher performance?

The TEI certification system requires principals and assistant principals (the evaluators) to demonstrate accurate scoring through video-based calibration exercises. Evaluators are required to re-certify annually. Evaluators are also required to pass an assessment on the TEI system and engage in supervised coaching and feedback field experience before being able to evaluate teachers.

Second, the principal's evaluation for the 2015-16 school year contains a congruence metric, which is designed to reward accuracy and prevent inflation or deflation of teacher scores. If teachers' performance and achievement scores are incongruent, it will be reflected in the principal's evaluation, with the principal receiving fewer points.

Third, executive directors (the principals' supervisors) support ongoing calibration training in their observation and support of principals.

What if I disagree with my summative performance evaluation?

A teacher may submit a written response or rebuttal after receiving a copy of the summative performance component of the evaluation. Employees are notified of their 10 working day rebuttal window via Oracle employee self-service. Rebuttals submitted by employees via Oracle are shared with their evaluator as well as added to the summative performance evaluation within their employee file.

Teachers will be afforded a rebuttal window for the final TEI effectiveness level upon receipt of the TEI Scorecard in September. Employees are notified of their 10 working day rebuttal window via Oracle employee self-service. Rebuttals submitted by employees via Oracle are shared with their evaluator as well as added to the summative performance evaluation within their employee file.

Student Achievement: Achievement Templates



Which measures of student achievement will be included in my evaluation?

A teacher's achievement score comprises multiple measures of student achievement whenever possible. The achievement score makes up 35 percent of the overall evaluation for Category A and B teachers and 20 percent of the evaluation for Category C and D teachers.

Every teacher has an achievement template, which defines the measures that are included in the achievement portion of the overall evaluation.

There are two measures that all teachers have as part of their achievement templates: Student Learning Objective (SLO) and School STAAR. For Category C and D teachers, these will be the only two measures that are used for their student achievement score. For Category A and B teachers, achievement templates include additional measures that are tied to the types of courses taught by the teacher and will include the appropriate standardized assessments for their grade and content: STAAR, ITBS/Logramos, TELPAS, ACPs, AP, and other appropriate standardized assessments.

Where and when can I see the actual achievement template that will apply for me?

There are 51 achievement templates that distribute the percentage points in different ways according to appropriate assessments. For 2015-16, achievement templates for Category A and B teachers apply only to teachers-of-record. These achievement templates are available online. Teachers will know their likely template(s) when they receive grade/course assignments for the 2015-16 school year. See the next page for examples of achievement templates.

What if I teach more than one course?

Some teachers are assigned course schedules that cannot be defined by a single achievement template. When a teacher's schedule is defined by more than one achievement template, the teacher's achievement score is computed as a weighted average, as follows: achievement scores from each achievement template are weighted (i.e., multiplied) by the unique number of students contributing scores to any metric on the template. The weighted achievement scores are summed and then divided by the total number of students among all templates.

Who developed the achievement templates?

The district's Evaluation & Assessment and Teaching & Learning departments engaged teachers extensively in reviewing draft achievement templates beginning in the summer of 2013. Templates have been improved based on feedback from grade- and content-specific teachers.

What are Student Learning Objectives?

Student Learning Objectives (SLOs) are a measure of student growth during the year based on assessments *other than* standardized assessments that are already included in an achievement template. For Category A and B teachers, this component is 5 percent of the overall evaluation. For Category C and D teachers, this measure is 10 percent of the overall evaluation (i.e., half of the student achievement score).

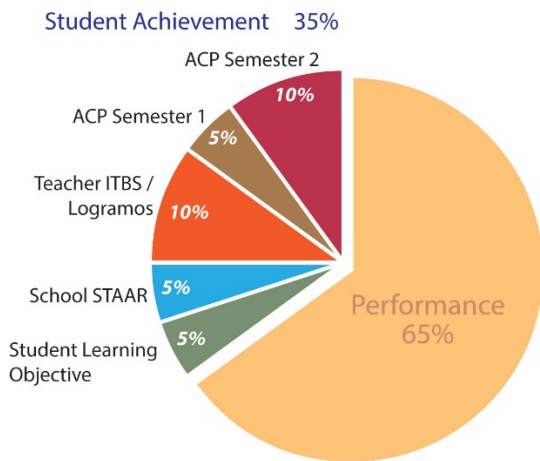
The purpose of this measure is to capture information on student learning growth based on assessments that are important and meaningful but are not standardized measures already used in the achievement template. The intent is to focus professional conversation on student learning in order to support teachers in reaching the learning targets. The SLO is established at the beginning of the year with the approval of the teacher’s evaluator and is assessed at the end of the year using a rubric (see Appendix B). This component was field-tested in 2013-14 by a group of principals and teachers.

Why is the *school’s* STAAR performance part of *my* evaluation?

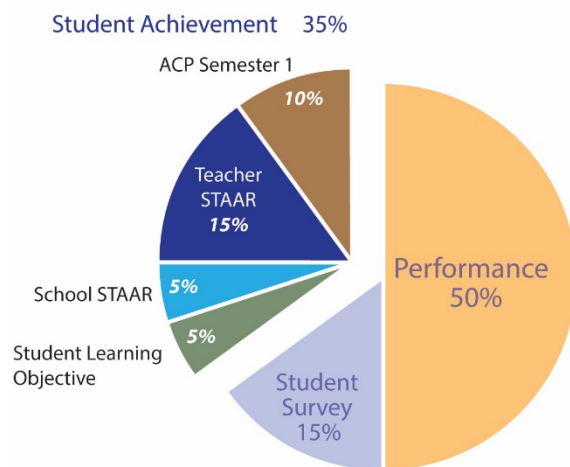
A school-level measure was included in the evaluation to foster collaboration across grade levels and content areas. For Category A and B teachers, this component is 5 percent of the overall evaluation. For Category C and D teachers, this category is 10 percent of the overall evaluation (or, one-half of the student achievement score). When school-level STAAR results are not available, the SLO is all of the student achievement score (or, 20 percent of the overall evaluation).

Examples of Achievement Templates

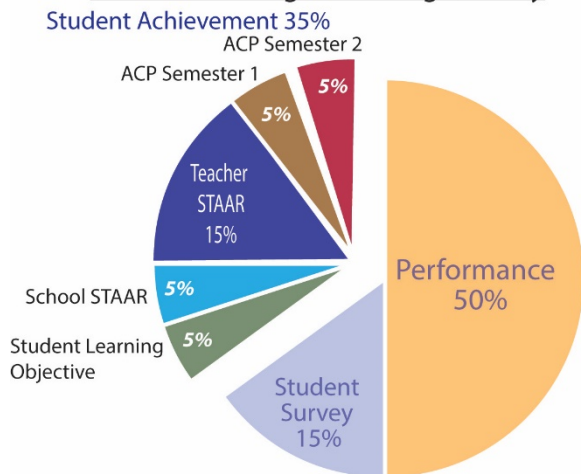
ES Grade 1 General



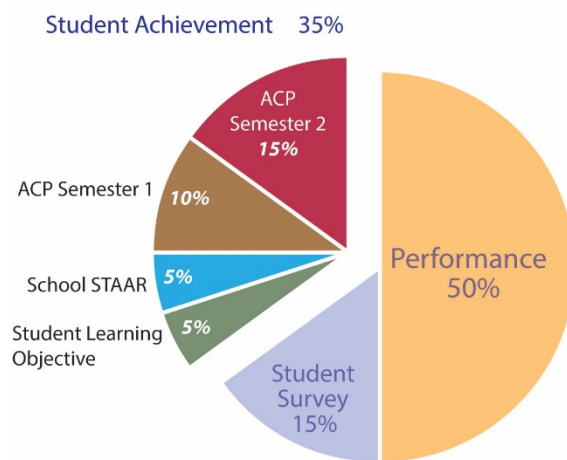
HS Algebra



MS RLA, Reading, & Reading Mastery



ES Art



Student Achievement: Calculation of Metrics

NOTE: This section will continue to be updated and refined as ongoing analysis reveals ways to increase fairness, accuracy, and rigor for all teachers.

How does the calculation of metrics ensure equity given the diverse student skill levels across classrooms and schools?

Multiple measures are used to assess student learning in order to ensure equity among teachers. For the same reason, it is necessary to calculate multiple *metrics* for each assessment. For Category A and B teachers, the various measures of student achievement include (where possible) two types of metrics: “status” and “relative growth.”

The percentage of students who pass an exam is an example of a status metric. No allowance is made for students’ academic achievement levels at the start of the school year. This metric is traditional and easy to compute, but for students who are not yet at the proficient level, it does not provide any indication that students may have improved *toward* proficiency.

A second type of metric is one that measures *relative growth*. These metrics compare students’ scores to scores of other students who were at the same academic level in the prior year. When a teacher has high values for relative growth metrics, the teacher’s students have generally higher scores than other district students who started the school year at about the same academic level. The two relative-growth metrics being used in the district are CEI and academic peer groups (see below for more information).

For some measures, such as the STAAR and ACP results, the achievement template includes a status metric and two relative-growth metrics (CEI and academic peer groups), and the teacher is awarded points based on the highest of the three outcomes. That is, students’ overall performance is measured in three ways and whichever calculation gives a teacher the most points is what will count for the evaluation. This same approach is used at the school level for the school STAAR measure.

The students’ overall performance will be measured in three ways and whichever calculation gives a teacher the most points is what will count for the evaluation.

In this way, the plan is designed to reward significant academic improvement even if a teacher’s students started at a low level and are not yet proficient.

For the SLO, the focus is also on capturing student improvement regardless of starting place. The SLO differs from relative-growth metrics in that the teacher, with approval from the evaluator, designs the pre- and post-assessment and sets targets according to the beginning of the year baseline scores.

NOTE

The remainder of this section is particularly relevant for Category A and B teachers for the calculation of individual achievement metrics. Category C and D teachers may find this useful inasmuch as the

information applies to the school STAAR measure, which is part of the achievement template for all teachers.

What is the target level of proficiency for the status measures?

For the status measure, teachers are assigned points based on the percentage of tests with “proficient” scores. For STAAR, this is the percentage of tests at Level II (panel-recommended or “final” standard) from the first administration, where applicable. For ACPs, it is the percentage of tests passed. For ITBS/Logramos, it is the percentage of tests at or above the 80th percentile.

What is the Classroom Effectiveness Index (CEI)?

The district has used one relative growth metric, Classroom Effectiveness Index, for many years, and it is used in TEI as one method of quantifying students’ academic improvement. Classroom Effectiveness Indices, or CEIs, evaluate a student’s performance on select summative tests by comparing his performance to that of all other similar students in the district. The value-added model used to compute CEIs addresses outside influences over which the teacher has no control by evaluating a student’s progress only in relation to similar students. The characteristics that determine similarity include two prior-year test scores, gender, English language proficiency level, socio-economic status, special education (SPED) status, talented and gifted (TAG) status, and neighborhood variables such as educational level and poverty index.



Among similar students, the typical or “average” score on a specific test is assigned a value of 50. (This is done so that all student outcomes, and hence teachers’ CEIs, are eventually comparable, regardless of the test taken by the students.) All students’ scores are placed on a scale from 0 to 100 based on how much better or worse they performed than this typical score among similar students. The teacher’s CEI is based on these individual student outcomes, after some adjustments for class size to ensure fairness for teachers with small numbers of students. For example, one unusually low student outcome will have much more impact on a teacher with 10 student outcomes than it would for a teacher with 50 student outcomes. A high CEI indicates that the teacher’s students generally outperformed students in the district with similar backgrounds, which includes starting the school year at the same academic level, even if the students are not yet achieving proficiency. The School Effectiveness Index (SEI) is calculated similarly to CEIs but at the school level. For more information about CEIs and SEIs, visit: <http://mydata.dallasisd.org/MENU/CEI.jsp>.

What are Academic Peer Groups?





In addition to the CEI, the district has created a second relative growth metric as an alternative way teachers can earn credit for students’ academic growth. In calculating this metric, students are placed in an “academic peer group” based on their scores from a STAAR, ITBS/Logramos, or ACP taken in the previous year. (The test scores available depend on the student’s grade-level and the subject of interest.) Students in grades 1-12 are placed in one of four peer groups, which are determined for each test so that each peer group has approximately the same number of students.

For every assessment for which peer groups can be constructed, the average score achieved in the current year by the students in a peer group is calculated. Each student can then be labeled as having scored “at or above” or “below” his or her group’s average. The final metric value is the percentage of the teacher’s students who scored at or above their peer group averages. As with the CEI, a student can outperform similar students (in this case, the students in the academic peer group) even if the student has yet to reach a level of proficiency, and this relative growth is rewarded by the metric. As a result, teachers of students who begin the school year at far below proficiency can be credited with moving the students toward proficiency.

Academic Peer Groups: Two Sample Scenarios

The chart below illustrates how two teachers’ academic peer group scores might be calculated. For simplicity, assume Teacher A and Teacher B each have 20 students and teach the same subject. Both teachers also have students at various beginning performance levels across the four groups. Each student was placed in a group based on the student’s score from a prior-year assessment (e.g., spring STAAR). The second column shows the average score, based on the current-year exam, of all district students in the group. Now, examine each teacher’s results as displayed in the last columns. For example, Teacher A had four students in Group 1 score higher than the district average. Across all four groups, Teacher A had 13 of 20 students (or 65 percent) exceed the average of their groups. Teacher B had 40 percent of students exceed their group averages.

Peer Group Averages: Two Teacher Examples

Spring 2013	Spring 2014 (Average Score)	Example Teacher A (20 students)	Example Teacher B (20 students)
 Group 1	61	4 students ≥ 61	1 student ≥ 61
 Group 2	76	3 students ≥ 76	2 students ≥ 76
 Group 3	82	4 students ≥ 82	3 students ≥ 82
 Group 4	91	2 students ≥ 91	2 students ≥ 91
		13 ÷ 20 = 65% added value (12 pts.)	8 ÷ 20 = 40% added value (3 pts.)

We then take these two percentages of students and look at the scoring chart for all teachers who had students take the same exam to see how many points they might receive for this metric. According to the chart below, Teacher A would receive 12 points, and Teacher B would receive 3 points.

Sample Scoring Chart

Percent of teacher's students exceeding peer group mean score	Points
$\% \geq 72.0$	15
$63.0 \leq - < 72.0$	12
$50.0 \leq - < 63.0$	9
$43.0 \leq - < 50.0$	6
$31.0 \leq - < 43.0$	3
$\% < 31.0$	0

Do I really get the best of three metrics for my evaluation?

Yes. When the metric can be calculated for a particular assessment measure, teachers receive the highest number of points earned from the three metrics. Some teachers may not have three metrics available (e.g., kindergarten teachers). To understand how this works, let's continue with our examples for Teacher A and Teacher B using STAAR as an example. Let's say that for both teachers STAAR represents 15 percent (i.e., 15 points) of their evaluation.

As an example, assume Teachers A and B have the potential to receive the following points from the three metrics.

Teacher STAAR Wedge Metrics	Sample Points – Teacher A	Sample Points – Teacher B
% Level II (Recommended)	9 out of 15	9 out of 15
CEI	9 out of 15	6 out of 15
Academic peer groups	12 out of 15	3 out of 15

In this scenario, Teacher A receives 12 points based on the teacher's Academic Peer Groups score and Teacher B receives 9 points based on the percentage of students at Level II (Recommended).

How are cut points set in each of the scoring charts?

Each metric has its own scoring chart, that is, there is one each for status, CEI, and academic peer groups. A scoring chart reports the number of points earned for ranges of metric values. Cut points for each metric within a measure are set so that points awarded to the measure (e.g., "ACP 1") follow a target distribution. There are six available score points for any measure. For example, the following table shows the target distribution if the measure "ACP 1" is worth 10 percent of the evaluation:

Points awarded (e.g., ACP is 10%)	0	2	4	6	8	10
Percentage of statistics	3%	12%	25%	40%	12%	8%

About 8 percent of teachers receive 10 points for this measure, 12 percent receive 8 points, 40 percent receive 6 points, etc. *NOTE: This section will continue to be updated and refined as ongoing analysis reveals ways to increase fairness, accuracy, and rigor for all teachers.*

By setting cut points in this way, we ensure equity across grades and content areas. That is, by using a target distribution, we ensure it is not easier to get more points in the Grade 3 Math ACP than it is in the Elementary Art ACP. The use of a target distribution allows equitable levels of rigor across grades and content areas.

What if some of my students qualify me for Category A or B because they have test scores but my students in another course do not have test scores?

The following requirements apply for teachers to be considered as Category A or B teachers:



Core Content Elementary

At least 50 percent of the teacher's students were in at least one course that is covered by an achievement template.

Core Content Secondary

At least 50 percent of a teacher's teaching periods or at least 50 percent of the teacher's students are in at least one course that is covered by an achievement template.

Non-Core (fine-arts, PE)

At least 33 percent of a teacher's teaching periods must be covered by one or more

achievement templates, or at least 30 percent of the teacher's students were in at least one course that is covered by an achievement template.

If you do not meet the above requirements, you will be evaluated as Category C or D (depending on whether your students are eligible to take the student survey).

How many of my students must have test scores to calculate achievement metrics for Categories A and B?

The answer is different for each metric. To compute a status metric, at least twelve students must have scores. For example, for a Grade 3 teacher of both reading/language arts *and* mathematics, the STAAR percentage at Level II (Recommended) will be computed if there are twelve students with scores from both the reading and mathematics Grade 3 STAAR tests. However, if among the twelve students one student doesn't have a mathematics score, the calculation will not be made for the math STAAR; the calculation will be made for the reading STAAR if twelve scores are available.

For CEIs, at least ten students must have a current-year score *and* two specific prior-year scores (for determining similar students)

For academic peer group, at least ten students must have at least ten current-year/prior-year test score combinations which can be used in computing the metric for the teacher.

What happens when students have excessive absences or are assigned to my class after the school year (or semester) begins?

In order for a student to be included in the calculation of a teacher’s achievement metrics, the student must be *scheduled into* and *in attendance* in an appropriate course with the teacher for at least 85 percent of the days during a “test term.” Test terms for year-long and Semester 1 assessments begin on the first day of the second six-week grading period. They end on the last instructional day before the test (or test window). The test term for Semester 2 assessments begins on the last Monday in January and ends on the first Friday in May. In addition to meeting the minimum attendance requirement, students must be scheduled into a teacher’s course by the start of the test term.

Is there a minimum number of days a teacher must work to be eligible for a higher effectiveness level?

Teachers normally eligible for CEIs, academic peer group, and status metrics (Category A and B teachers) who work less than 125 instructional days do not have any metrics computed for that school year because of the extensive time away from the classroom and may result in the teacher being evaluated under Category C or D. Teachers who meet this criteria will receive evaluation ratings but the evaluation scores will not be used in determining effectiveness levels. As a result, these teachers will not receive an effectiveness level and, therefore, are ineligible for a salary increase or decrease.

How will teachers in the content areas of elementary art, music, and physical education be evaluated under TEI?

For purposes of TEI achievement data, elementary art, music, and physical education will not assess grades K-2 using the district ACP exams, starting in SY 2015-2016. Grades third through fifth will not be tested on all subjects each year; the following rotation schedule is in effect:

School Year	Music	Art	P.E.
2014-2015	First (fall only) and fourth grades	Kinder (fall only) and third grade	Second (fall only) and fifth grades
2015-2016	Third grade	Fifth grade	Fourth grade
2016-2017	Fifth grade	Fourth grades	Third grade

Since these teachers would have both ACP data and student survey data in grades 3-5, these teachers would likely fall under Category A. *For more detailed explanations regarding the calculation of metrics, see Rules and Procedures for Calculating TEI Evaluation Scores and Effectiveness Levels.*

Student Perceptions

Which students will receive a student survey?

Student surveys are a component of teachers' evaluations for those who are a teacher of record for grades 3-12. The survey is available in English and in Spanish.

Why are student survey results part of my evaluation?

The Measures of Effective Teaching (MET) Project (www.metproject.org) found student surveys of teacher performance had a higher correlation with a teacher's success with students than classroom observations. The research found student surveys not only provided an accurate picture of teacher performance that confirmed the results of observations and student assessment results, but also provided a source of helpful feedback that teachers can use to improve their instructional practice.

"Giving students a say in how much a teacher has really touched a student's heart really seems like a great opportunity."

– Dallas ISD Teen Board Member

What are the survey questions?

In alignment with the research, the district procured a research-based student survey that provides feedback to teachers and input for the teacher's evaluation. Dallas ISD has contracted with Panorama, an open source student survey that publishes all survey questions online. Teachers are encouraged to explore the questions used by this company online to become familiar with the type of questions that are included.

How will the student surveys be administered?

Current plans are for the administration of the survey to be on paper only and the results will be scanned for scoring. Online administration will be explored in future years.

Most students in grades 3-12, with some exceptions, will complete two surveys. However, at the secondary level, it is unlikely that all of a teacher's students will complete a survey for that teacher (due to large number of students a teacher supports instructionally). In elementary schools, due to smaller-sized classrooms, it may be necessary to have all students complete surveys for their core teachers and one specialty teacher.

How will my student perception score be calculated?



Teachers with evaluation templates for Categories A and C have 15 percent of their evaluation based on student survey results. Similar to how achievement data is calculated (see section on metric calculations), a target distribution is used at the elementary, middle, and high school level. Since early grade-level students tend to provide more positive responses, using the target distribution method allows for greater equity across grade levels.

This approach allows an equal percentage of teachers at the elementary, middle, and high school level to earn the same number of points.

Overall Evaluation Rating & Effectiveness Level

How do my scores from the teacher performance, student achievement, and student perception scores translate into an evaluation rating?

There are four major steps in developing an overall evaluation rating and effectiveness level. The sample teacher evaluation scorecard for a Category A teacher on the next page will help illustrate the following steps. The steps for other categories are similar with relevant adjustments being made for available measures.

Step 1: Calculate each component score

As described in earlier sections, each component of a teacher’s evaluation template – teacher performance, student achievement, and student perceptions – is calculated according to the percentages associated with each category (A, B, C, or D). In this example, the teacher received a performance score of 54 (from the rubric), which translates to 27 teacher performance points for this Category A teacher ($54 \times 50\% = 27$). The achievement score is a total number of the points from each achievement measure. The student perception score is the points from the student survey results.

Step 2: Add component scores to total an overall evaluation score

Each component score is then added for an overall score. In this example:
 Teacher Performance (27) + Student Perceptions (8) + Student Achievement (21) = 56 points

Step 3: Determine evaluation ratings using the target distribution

Evaluation ratings are determined from evaluation scores using the target distribution as a guide (see table below). This is similar to the process described earlier for establishing cut points for the achievement section (which also applies to the performance and student perception components). In this case, percentages apply to each category of teachers separately so that each category (A-D) will have a unique set of cut points for translating an evaluation score into an evaluation rating.

Evaluation Rating:	Unsat	Progressing		Proficient			Exemplary
		I	II	I	II	III	
Category A teachers	3%	12%	25%	40%	12%	6%	2%
Category B teachers	3%	12%	25%	40%	12%	6%	2%
Category C teachers	3%	12%	25%	40%	12%	6%	2%
Category D teachers	3%	12%	25%	40%	12%	6%	2%

As discussed earlier, using a target distribution ensures equity. In this way, one category does not have an advantage or disadvantage. For example, with a target distribution, there are roughly an equal percentage of Proficient II teachers in Category A compared to Category B (or C or D). Note that using a target distribution could result in teachers in different categories having the same evaluation score but earning different evaluation ratings. For this reason, comparisons of evaluation scores can only be done within a particular category and not across categories.

Step 4: Average evaluation ratings and apply relevant rules to determine overall effectiveness level

Each year, teachers receive both an evaluation rating and an effectiveness level. The evaluation rating is discussed above. A teacher's effectiveness level is what is associated with compensation. A teacher's effectiveness level is based on an average of the teacher's last two evaluation scores (which determines the evaluation rating) as well as the previous year's effectiveness level. The two most recent evaluation scores are averaged to determine the evaluation rating. In the first year of effectiveness levels, 2015-16, the evaluation rating (and effectiveness level) will be based on only one evaluation score. In addition, relevant rules are applied to the evaluation rating (e.g., Proficient I requires three years of teaching experience) before generating an effectiveness level.

The district hopes to reach the target distribution for teacher effectiveness levels by the end of the second year of the TEI program, the 2015-16 school year. See Rewarding Excellence section for details.

The effectiveness level cannot change (increase or decrease) by more than one level from one year to the next, with the exception for the first time an employee is eligible to go through the DTR process. The effectiveness level will not decrease for three years after an evaluation rating first indicates that the effectiveness level should otherwise decrease. In the fourth year, the effectiveness level can decrease one level if indicated by the latest evaluation rating. Example: In the first year of TEI, a teacher earns a Proficient I evaluation rating that translates to a Proficient I effectiveness level for 2015-16. In the next evaluation cycle (2015-16), the evaluation rating is Progressing II. The teacher's 2016-17 effectiveness level will remain at Proficient I. Moreover, the evaluation rating must stay below Proficient I for three additional, consecutive years, through the 2018-19 evaluation cycle, before the effectiveness level will fall one level, to Progressing II, for 2019-20. Even if the evaluation rating for 2018-19 is lower than Progressing II, the 2019-20 effectiveness level will fall only to Progressing II (one level).

Summary of Rules: Evaluation Rating & Effectiveness Level

- All teachers receive an evaluation rating and an effectiveness level each year
- Based on evaluation data from 2014-2015, all teachers receive an effectiveness level at the beginning of the 2015-2016 school year
- In subsequent years, effectiveness levels are based on the average of two years of evaluation ratings
- Teachers can move up a maximum of one effectiveness level per year. An exception exists for teachers with two or more years of service who are new to the District or teachers who have reached their third year of service who are applying for DTR for the first time. These teachers may earn an effectiveness level up to Exemplary I

The following rules are applied when determining Effectiveness Level only:

- Novice:** All newly hired teachers with zero years of experience
- Progressing II:** Requires completion of two years of service as a classroom teacher
- Proficient I:** Requires completion of three years of service as a classroom teacher
- Proficient II & Above:** Requires Distinguished Teacher Review
- Exemplary II:** Requires at least one year as an Exemplary teacher
- Master:** Requires at least two consecutive years as Exemplary II and at least four consecutive years as a distinguished teacher in a Tier One school

Note: For 2015-16, teachers may earn up to Exemplary I effectiveness level. For effectiveness levels at Proficient II or higher, teachers must undergo the Distinguished Teacher Review process. For more about this process and to learn how to achieve Exemplary II and Master effectiveness levels, see the section on Distinguished Teacher Review.

Sample Category A DTR Eligible Teacher Evaluation Scorecard 2014-15

NOTE: All data displayed are for illustration purposes only. Actual points will be associated with levels based on actual 2014-15 data.

TEI Scorecard 2014-15

FIRST LAST (EID)
Category B

2015-16 Effectiveness Level ~ DISTINGUISHED ~ **Proficient II**

Average Evaluation Score and 2014-15 Evaluation Rating 93 – Proficient II

Category B Evaluation Ratings

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
0 - 43	44 - 56	57 - 66	67 - 81	82 - 94	95 - 100	101 - 113

Current Year Evaluation Score: 93

TEI Evaluation Component	Points Possible	Result / Information	Points Earned
Teacher Performance	55 [Ⓢ]	Summative: 81 Points: 65% of 81	53
Student Experience			
Student Achievement	35		29
School STAAR	5		3
Student Learning Objective (SLO)	5		5
Template: ES Grade 1	25	35 students	21
Iowa Tests/Logramos Grade 1	10	% scores above 80th percentile: 19.6 (4) Norm-ref CBI: 52.4 (6) % scores over peer group avg: 68.5 (8)	8
ACP Semester 1 Grade 1	5	% tests passed: 100 (5) ACP CBI: NA % scores over peer group avg: 56.5 (3)	5
ACP Semester 2 Grade 1	10	% tests passed: 95.3 (8) ACP CBI: NA % scores over peer group avg: 58.9 (6)	8
Distinguished Teacher Review	23		11
Application/Observation	20		11
Application: Leadership	6		3
Application: Lifelong Learning	4		2
Application: Contributions to Profession	4		1
Observation: Quality of Instruction	6		4.5
Tier 1 Service	3	Years of service at Tier1 campuses: 0	–

[Ⓢ] Maximum performance points possible for this teacher due to DTR-related adjustment. Value is 10 points less than evaluation template maximum.

Distinguished Teacher Review

What is a Distinguished Teacher?



A Distinguished teacher is one who earns an effectiveness level of Proficient II or higher. These teachers achieve high scores in teacher performance, student achievement, and student perceptions (if applicable). Distinguished teachers also meet additional performance criteria assessed through a central review process, called the Distinguished Teacher Review.

We encourage you to watch a short video that provides a high-level overview of the 2015-16 Distinguished Teacher Review by clicking on the following link: <https://youtu.be/fUopTUewd64>.

What are the 2015-16 DTR Eligibility Requirements?

Figure 1

A teacher must meet the following eligibility criteria to undergo the 2015-16 Distinguished Teacher Review as described in Figure 1.

In addition, the following groups of teachers must meet the minimum summative performance evaluation criteria by December 1, 2015 in order to go through the process:

- ☑ Teachers who received a scorecard indicating 'No Level' and are in at least their third year of service
- ☑ Teachers who did not receive a scorecard and are in at least their third year of service
- ☑ Teachers who are new to Dallas ISD and are in at least their third year of service.

2015-16 DTR Eligibility Criteria

- ☑ Teachers must have an Effectiveness Level of Proficient I or above and be in the top 25th percentile within their teacher category
- ☑ Teachers must be in at least their third year of service in the 2015-16 SY
- ☑ Teachers must have scored at least 65 points on their summative performance evaluation in the 2014-15 SY
- ☑ Teachers must have received at least half of available points from a combination of their Achievement and Perception points, if applicable, in the 2014-15 SY

In addition, after the application process is complete, in order to remain eligible for distinguished status, all teachers must meet the following criteria:

1. Teachers must receive at least half of available points from a combination of the Achievement and Perception points, if applicable, in the 2015-16 SY
2. Teachers must score at least 65 points on their summative performance evaluation in the 2015-16 SY

It is important to note that a teacher may be eligible to submit an application for the Distinguished Teacher Review during the application period and still be deemed ineligible after the submission date.

What is the Distinguished Teacher Review (DTR)?

DTR Application Process



DTR-eligible teachers who wish to undergo the DTR process must submit an application with examples of their leadership, lifelong learning, and contributions to the profession. An applicant may receive up to six points for leadership, four points for lifelong learning, and four points for contributions to the profession. Each applicant's primary evaluator will also verify the information submitted in the application prior to the information being reviewed and scored using the DTR rubric by a trained team with Human Capital Management.

After the first year of implementation, if a teacher is already at the Distinguished level, he or she must submit an application to be eligible to advance to the next higher effectiveness level. If the teacher does not apply, the teacher will be able to carry over DTR points from the prior year if the teacher continues to meet the DTR eligibility criteria; however, the teacher will not be able to advance to the next higher effectiveness level. Continuously eligible teachers must re-apply every other year.

DTR Observation Process



A two or three-person team will review the instruction of each applicant sometime between November and May. The review team is composed of a principal or assistant principal and a content-area specialist. All members of the DTR teams are required to attend calibration training and complete TEI certification, as well as an additional DTR observation technical training.



Each applicant is given a ten day window during which the review of his or her instruction or performance will be conducted. Teachers will not know ahead of time the specific day of the review. The observation team observes the applicant's instruction for at least 45 minutes, or one complete lesson if less than 45 minutes.

After the observation, the team will convene a debrief with the teacher to provide the teacher with an opportunity to share additional context regarding the lesson observed. The observation team does not provide specific feedback to the teacher at this stage of the review process. An applicant may receive up to 6 points for quality of instruction. In addition, starting in the 2016-17 school year, the teacher has the opportunity to earn additional points if the teacher demonstrates evidence of a personalized learning approach.

How are my DTR points calculated?

Total DTR Points



A teacher's DTR points are determined by adding the points from the DTR application (i.e. the points from the review of leadership, lifelong learning, and contributions to the profession), the points from the DTR observation and a possible additional three or four points for service in a Tier 1 school.

The total DTR points are then added to the current year's achievement score, student perception score (if available), and the performance score to obtain the overall evaluation score. The performance score may be adjusted based on the teacher category in order to ensure equity across all teachers. Please see the appendix for an info graphic on how performance scores may be adjusted. Once all of the evaluation scores are calculated (for both teachers who underwent DTR and those who did not), cut points are established for the overall effectiveness levels based on the target distribution.

Teachers are placed at the effectiveness level corresponding to the teacher's points. Teachers that undergo DTR based on initial criteria but then do not meet full eligibility criteria at the end of the year (i.e., they do not receive at least half of available Achievement/Perception points in the current year) receive an effectiveness level that corresponds with their data, which could possibly be lower than Proficient I.

Tier 1 Points



Teachers undergoing the DTR process receive three points for the first year they served in a Tier 1 school starting in the 2014-2015 school year. They will receive an additional point for the second year and one for the third year for a total of five points. These points are awarded only to teachers undergoing the DTR process. A teacher must work in a Tier 1 school during the year of application for Distinguished status in order to earn these points. A central system tracks teacher eligibility for points based on teachers' work location.

A current list of Tier 1 schools can be viewed at: www.dallasisd.org/tei

DTR Snapshot



After the DTR process is complete, DTR-eligible teachers will receive the points earned from the review of their DTR application and from the nine indicators assessed during their DTR observation on their DTR snapshot. It is important to remember that the DTR snapshot reflects only one part of a DTR-eligible teacher's evaluation score. Teacher will learn if they reached the Distinguished status based on the 2015-16 SY in the fall of 2016.

	Component	Total Points Possible
Total DTR Points	Total DTR Application Points	14
	Total DTR Observation Points	6
	Tier 1 Points	3/4
	Total DTR Points	23/24

DTR Frequently Asked Questions

1. How many Distinguished Teachers will there be?

The district expects approximately 20 percent of all teachers will earn the Distinguished teacher status by the end of the 2015-16 school year.

2. Is there a limit to the number of Distinguished Teachers there can be in one school?

No. It is expected that some schools will have more Distinguished teachers than others. There is no school-level limit or quota.

3. If I do not maintain the eligibility requirements to achieve Distinguished teacher status, what is the highest effectiveness level I can achieve?

The highest effectiveness level a teacher can attain is the Proficient I effectiveness level if he/she does not maintain the 2014-15 school year DTR-eligibility requirements.

4. Once I am a Distinguished teacher, do I need to re-apply every year?

A Distinguished teacher must reapply every other year in order to renew Distinguished status. If a Distinguished teacher chooses not to submit an application in the DTR review, their DTR points from the prior year along with the current school year student achievement and student perception data, if applicable, are used to determine their effectiveness level. A Distinguished teacher can only advance to the next highest level by re-applying.

5. What are the criteria for becoming an Exemplary II or Master teacher?

A teacher must have served as an Exemplary I teacher for at least one year before being placed at the Exemplary II level. For this reason, the first Exemplary II teachers will be designated at the end of the 2015-16 school year.

A teacher will be considered a “Master” teacher if he or she has been rated at the Exemplary II level for at least two consecutive years and has taught in a Tier 1 school as a Distinguished teacher for a minimum of four consecutive years. As a result, the first Master teachers will be designated at the end of the 2017-18 school year.

6. A teacher with only two years of experience was not eligible to go through the DTR process. What happens if the teacher earns more performance, student achievement, and student survey points than a Distinguished teacher?

The teacher will keep the total points (which will be averaged with the total points the following year). However, the teacher may only receive a Progressing II effectiveness level by rule. A teacher must be in at least the third year of teaching in order to receive a Proficient I or higher effectiveness level. Similarly, a teacher must be in at least the third year of teaching in order to be eligible for a Distinguished Teacher Review.

A teacher who was in the district in 2015-16 and starts her third year of teaching with Dallas ISD in 2016-17 (and thus was not eligible to apply for DTR in the 2015-2016) will be eligible for the

DTR process in 2016-17 if the following three criteria are met based on the 2015-16 evaluation: earns at least half of the achievement and student survey points associated with the evaluation category; receives the minimum qualifying score from the summative performance evaluation; and *evaluation rating* was at least Proficient I. A third-year teacher going through the DTR process for the first time (was ineligible by rule in the prior year or is new to the District) will earn the effectiveness level associated with the evaluation rating, which is based solely on the average total points earned over two years. That means the person may earn as high as an Exemplary I effectiveness level should performance, student achievement, and student survey scores be sufficiently high. Essentially, this means it is possible for a teacher to go from a Progressing II to Exemplary I effectiveness level in one year. This is the only time a teacher may “skip” effectiveness levels.

7. What about teachers new to the district in August 2015? Are they allowed to go through the DTR process or “skip” levels?

If a teacher new to the District at the start of the 2015-2016 school year is in at least the third year of teaching, the teacher will be eligible for the DTR process if the principal believes the teacher is Distinguished based on first semester observation data and conducts a summative performance evaluation of that teacher by the deadline. If the teacher receives the qualifying score from the early summative performance evaluation, completes the DTR process, and earns at least half the achievement and student survey points associated with the evaluation category, the teacher will be eligible for a Distinguished effectiveness level. Such teachers do not yet have an evaluation rating, so they will earn the effectiveness level associated with the total points they receive. They may earn as high as an Exemplary I effectiveness level. This is not considered to be a “skipped” level since they do not enter the district with an effectiveness level in their first year.

Summary of Evaluation Process

The following provides a summary of the evaluation process for the 2015-16 school year.

Process Step	Component	Timeline	Description
Training & Orientation	<i>Performance Achievement Perceptions</i>	August 2015	<ul style="list-style-type: none"> • Training on system • The principal communicates school goals (from the School's Action Plan) to inform teacher goal-setting
Goal-Setting Conference: PD Plan & Student Learning Objectives	<i>Performance Achievement</i>	October 1, 2015	<ul style="list-style-type: none"> • Evaluator and teacher agree on Student Learning Objectives (SLOs) and a Professional Development Plan (PDP)
Spot Observations	<i>Performance</i>	August – May 2016	<ul style="list-style-type: none"> • 10-15-minute observations, Dependent on prior year TEI effectiveness level. Progressing I, II, and those with no prior effectiveness level: 10 annually, Proficient I: 8 annually, Proficient II and above: 6 annually • Focused on 5 indicators • Written feedback required
Extended Observation w/Conference	<i>Performance</i>	October – May 2016	<ul style="list-style-type: none"> • One 45-minute observation per year • Focused on 9 indicators (Domains 2&3) • Written feedback & conference required
Summative Performance Evaluation w/Conference	<i>Performance</i>	November – June 2016	<ul style="list-style-type: none"> • All four domains (19 indicators) scored based on all evidence • Written feedback & conference required
Student Surveys	<i>Perceptions</i>	April 2016	<ul style="list-style-type: none"> • Student surveys administered and scored
SLO Goal Accomplishment	<i>Achievement</i>	Spring 2016	<ul style="list-style-type: none"> • Evaluator scores teacher accomplishment of Student Learning Objective using SLO rubric
Assessments	<i>Achievement Perceptions</i>	December 2015 & March – June 2016	<ul style="list-style-type: none"> • Assessments administered and scored
Distinguished Teacher Reviews (DTR)	<i>Performance</i>	November - May 2016	<ul style="list-style-type: none"> • Teachers eligible for DTR apply and are assessed and scored
Evaluation Rating & Effectiveness Level	<i>Performance Achievement Perceptions</i>	September – October 2016	<ul style="list-style-type: none"> • Teachers receive final evaluation rating and effectiveness level • Compensation increases (as applicable)

Supporting Excellence

How will I be supported?



How is the district enhancing its support for teachers' professional growth?



To build an effective support system for teachers, the district provides supports across multiple professional learning contexts, leverages technology to support professional learning and collaboration, and provides differentiated professional development options based on data and tailored to teachers' needs. Dallas ISD focuses on enhancing job-embedded professional development while also identifying strategic professional development initiatives that leverage the district's size and its diversity of school contexts.

Research has shown that teachers reflect on and improve their practice on four primary contexts—self-reflection, one-on-one coaching, learning in teams, and large group professional development sessions. Dallas ISD's plan over the next three years include a focus on these four contexts as well as other integrated and strategic supports:

Fostering Self-Facilitated Learning Opportunities

- Create short exemplar videos of Dallas ISD teachers representing each indicator of the new performance rubric in various content areas
- Customize a user-friendly technology platform that facilitates data analysis and reflection as well as tools to incorporate insights into planning

Enhancing One-on-One Coaching Supports

- Develop extensive calibration modules for school leaders and instructional coaches to ensure a common vision of excellence
- Create an online resource bank with videos and modules for school leaders and instructional coaches on developing effective coaching relationships and providing effective feedback

Empowering Teacher Teams

- Provide tools and resources for teacher teams (e.g., toolkits, videos of effective team practices)
- Create virtual PLC modules that facilitate collaboration among role-alike teachers within and across campuses
- Develop live and online modules for team leaders
- Support school leaders and coaches in effectively supporting teams (e.g., scheduling logistics, coaching teams)

Increasing Whole-Group Training Offerings

- Develop a series of one-hour model PD modules with facilitator guides aligned to rubric indicators to support campus leaders in facilitating whole-group PD sessions (e.g., when introducing a topic)
- Create modules to support principals in developing a comprehensive framework for job-embedded PD on campus, including work on deepening content knowledge

Providing Summer School Learning Labs

- Pair proficient and above teachers with progressing teachers in teaching summer school in order to build instructional capacity

Building Robust District Content Workshops

- Build and provide a set of workshops (e.g., Tuesdays and Saturdays) that are designed to build campus and content expertise in areas of need

Creating Differentiated PD Academies (year-long)

- Developed a set of academies for select teachers that targets:
 - Progressing II teachers in order to support them in becoming proficient teachers
 - Proficient I teachers in order to support them in becoming Distinguished teachers
 - Distinguished teachers in order to continue to grow their teacher leadership capacities
- Academies include a summer session with ongoing PD during the year in order to support job-embedded professional learning



Professional Development Planner

- The Schoolnet Educator Development Suite features data-driven tools to provide educators at all levels with the means to grow professionally and improve teaching practice. The software connects multiple measures of educator practice with student performance, and then uses this data to recommend tasks and resources that foster professional growth.
 - Within the Schoolnet Educator Development Suite is the Schoolnet Professional Development Planner. The Professional Development Planner allows you to search and register for activities found within the Educator Development Suite. For access, sign in to [Schoolnet](https://disd.schoolnet.com/) (https://disd.schoolnet.com/), roll your cursor over the Educator Development header and click PD Search. You may search by keyword, standards, or calendar date; your search results will include statewide activities. You may also browse all events by simply clicking search without entering a keyword or selecting any other filters. For more information on the Schoolnet Professional Development Planner, you may access online resources [here](https://sites.google.com/site/disdntraining/pd-planner): <https://sites.google.com/site/disdntraining/pd-planner>.

Professional Development Plan

- All teachers evaluated under TEI are required to complete an individualized Professional Development Plan (PDP).
 - The intent of the Professional Development Plan is to focus a teacher's professional goals around two indicators on the rubric.
 - One PD goal must align to an indicator in domain 2 of the performance rubric. The other can be aligned to any indicator within any domain that the teacher selects.

- The Professional Development Plan isn't intended to be scored, as it provides support that is aligned to the teacher performance rubric. . Each plan is differentiated depending on a teacher's needs and areas of focus for the current school year. A teacher's PDP will likely align to their school's action plan to support identified goals for their campus.
- This document is intended to guide professional development conversations between the teacher and evaluator as a component of Supporting Excellence that aligns to the teacher's evaluation.
 - The Professional Development Plan should be discussed by the teacher and their primary evaluator during the teacher's goal-setting conference prior to October 1st.
 - The evaluator will then approve the Professional Development Plan if the goals appear appropriate given their identified areas of growth and their campus goals. Please note that the Professional Development Plan is merely approved in Schoolnet and is not scored.

We encourage our teachers to visit Curriculum Central, www.tinycc/central, to access instructional support resources and professional development opportunities.

Rewarding Excellence

How will I be compensated?



Strategic Compensation: A New Approach

Why do we need a new compensation system?

A reliable and accurate evaluation system provides the opportunity to align teacher compensation with student learning and growth – our core mission. In order for the district to maximize its effectiveness, we must align our systems for evaluation, support, and compensation – along with other human capital management processes such as attracting new teachers.

With the traditional teacher salary schedule – with its simple measures of years of service and degrees – increased compensation is automatic and made with little regard to teacher performance and student outcomes. The teacher salary schedule at its core is not designed to promote teacher competency or to support student academic proficiency.

If our primary job is to prepare college- and career-ready students, then an effective system would place a premium on results and reward teachers accordingly. There is growing consensus that change is needed in the profession on compensation. For example, the Texas Teaching Commission recommends that with the exception of cost-of-living adjustments, all raises should be tied to a teacher’s effectiveness.

Our goals for strategic compensation are to:

- Support the recruitment and retention of highly effective teachers
- Differentiate salaries to reward teachers who perform well and raise student achievement
- Enable the organization to shift compensation from factors that have not helped to raise student achievement or the quality of instruction to those that do
- Reward professionalism and leadership

What is the new compensation system?

Under the new system, the district has eliminated the traditional teacher salary schedule for classroom teachers. The traditional salary schedule is replaced with nine effectiveness levels.

Principal Review			District Review (DTR)					
Unsat	Progressing		Proficient			Exemplary		Master
	I	II	I	II	III	I	II	
\$47K	\$51K	\$53K	\$56K	\$60K	\$65K	\$74K	\$82K	\$90K

**Novice
(\$50)**

The salaries under the new system are significantly higher than career-path-equivalent ones in other local districts. Moreover, the main benefit of the new plan with regard to compensation is the earning potential over several years. For example, based on 2014-15 salary schedules, it takes a new teacher with a bachelor’s degree 10 years to earn a salary of \$51,060. Under the new evaluation and

compensation system, a new teacher can begin earning that amount after only two years. Additionally, a teacher that continues to grow and increase in effectiveness over time under the new evaluation system would earn considerably more over his/her career than a teacher under the current evaluation system and salary schedule.

The tables below illustrate the difference in earning potential between the current system and TEI’s strategic compensation plan. The 2014-15 salary schedule reflects the annual salary and total earnings for a teacher who works in the district for 15 years. The salaries used in this example are from the 2014-2015 salary schedule for a teacher with a bachelor’s degree. The columns on the right show one possible and probable progression of an average teacher under TEI’s strategic compensation plan.

CYS	2014-15 Salary Schedule	Potential Strategic Compensation	
	Salary	Effectiveness Level	Salary
0	47,382	Novice	50,000
1	47,382	Progressing I	51,000
2	47,382	Progressing II	53,000
3	47,382	Progressing II	53,000
4	47,645	Proficient I	56,000
5	48,381	Proficient I	56,000
6	49,274	Proficient I	56,000
7	49,274	Proficient I	56,000
8	50,167	Proficient II	60,000
9	51,060	Proficient II	60,000
10	51,953	Proficient II	60,000
11	52,846	Proficient II	60,000
12	53,739	Proficient II	60,000
13	54,632	Proficient III	65,000
14	54,632	Proficient III	65,000
	\$753,131		\$861,000

Notes: *CYS = Creditable Years of Service. This example does not account for cost-of-living or any other potential adjustments in future years.*

Under the 2014-15 salary schedule, a teacher would earn approximately \$753,131 over 15 years. With the new compensation plan, the average teacher would earn approximately \$861,000 over 15 years. This amounts to a difference of \$107,869 or approximately \$7,191 each year. More effective teachers would earn much more; less effective teachers would earn less.

When will the new compensation plan go into effect?

Based on the 2014-15 school year effectiveness levels, beginning in the 2015-16 school year, all classroom teachers’ salaries will be informed by 2014-15 effectiveness levels. Given the time required in aggregating the data and the calculation steps required, teachers will receive their new salary beginning

in their October 2015 paycheck. For teachers who receive a raise under the new system, teachers receive retroactive pay for the difference between their old and new salaries for September 2015 as a separate amount in their October paycheck.

Can my salary ever go down?

Changing compensation systems requires careful consideration of the employees' context. For this reason, even though some teachers' effectiveness levels may correspond to a lower salary based on their 2014-15 evaluation results, the district will allow these teachers to maintain their 2014-15 salary for as long as they are continuously employed by Dallas ISD as a teacher. For teachers new to the district, their salary will never go below their initial salary in the district. A teacher's salary floor is either the 2014-15 salary or their first salary with DISD if they join in 2015-16 or later.

A teacher's salary may decrease if his/her salary first increases above their 2014-15 salary floor, but then the teacher has less than expected performance for three consecutive years. The teacher's salary would go down to the salary level associated with one lower effectiveness level, but it would not drop below the teacher's salary floor.

Will there be adjustments for inflation or cost-of-living?

The compensation scale will be reviewed at least once every three years by the Human Capital Management compensation team to determine if the scale is competitive and to make a recommendation to adjust it if necessary.

Will stipends continue?

All stipends will continue for the 2015-16 school year. Stipends for hard-to-fill areas (e.g., bilingual teachers) will continue in future years based on need. Stipends for imagine 2020 department chairs, team leaders, and mentors will continue through 2015-2016 and will be phased-out in subsequent years. In 2014-15 and beyond, teachers in these roles have the potential to earn points in the DTR process, which could result in increased compensation. Stipends may be reviewed for the 2016-17 school year.

Do advanced degrees count for anything in TEI?

Graduate degrees and/or continuing education credits may be considered as evidence of lifelong learning, which is part of the criteria for becoming a Distinguished teacher (Proficient II or higher-level).

Is there a minimum number of days a teacher must work to be eligible for a higher effectiveness level?

Teachers normally eligible for CEIs, academic peer group, and status metrics (Category A and B teachers) who work less than 125 instructional days do not have any metrics computed for that school year because of the extensive time away from the classroom and may result in the teacher being evaluated under Category C or D. Teachers who meet this criteria will receive evaluation ratings but the evaluation scores will not be used in determining effectiveness levels. As a result, these teachers will not receive an effectiveness level and, therefore, are ineligible for a salary increase or decrease.

Is the plan sustainable over time?

One of the largest concerns for any strategic compensation plan is its sustainability. In order to successfully pay teachers for performance and achievement while keeping Dallas ISD financially secure,

the district will take a fundamentally different approach to teacher compensation. The changed paradigm involves two central financial concepts: (1) the plan is designed to consume approximately the same amount of the budget as the current, traditional salary schedule, and (2) the plan is based on a target distribution of effectiveness levels (as discussed earlier in the evaluation section). Adherence to these two concepts gives TEI its viability.

Implementation Parameters

In the initial transition to a new compensation system, there are key implementation parameters that are critical to the success and sustainability of the plan in its early years.

1. For the first year of implementation, a teacher's effectiveness level is based on the first year evaluation rating only.

As discussed in the evaluation section, effectiveness levels are associated with salary levels and are an average of the two most recent evaluation ratings. Because only one evaluation rating is available in the first year, the effectiveness level is based on only one evaluation rating.

2. Teacher salaries will not go below 2014-2015 level.

As discussed on the previous page, this is an important rule put in place as we transition to a new system.

3. For first two years of TEI implementation, maximum salary increase in a single year is capped at \$5,000 for an individual teacher.

In order to ensure sustainability of the system during the transition from one compensation system to another, salary increases are capped at \$5,000 for teachers. If a teacher's salary increase in the first year is greater than \$5,000 but less than \$10,000, the teacher receives a \$5,000 increase in the first year (2015-16) and will be brought up to the salary associated with the effectiveness level in the second year (2016-17). If the salary increase in the first year is greater than \$10,000, the teacher receives \$5,000 for each of the first two years of implementation, and will be brought up to the salary associated with the effectiveness level during the third year of implementation. Once the cap is removed after the first two years, teachers will be eligible to receive full compensation based on their effectiveness level. See salary scenarios for examples.

4. Proficient I teachers have a minimum of three years of teaching experience.

While this parameter is inevitably the case by the structure of the plan for novice teachers that start on the new plan and progress through successive effectiveness levels, current teachers will not have to advance through Novice, Progressing I, and Progressing II levels in order to reach Proficient I status.

In summary, when taking the above parameters together, we can say the following:

All teachers employed by Dallas ISD in 2014-15 who return in 2015-16 either maintain their 2014-15 salary or receive an increase up to \$5,000 – depending on overall effectiveness.

Summary: Evaluation Ratings, Effectiveness Levels, and Salaries

Evaluation ratings are determined from evaluation scores based on teacher performance, student achievement, and student perceptions.

Effectiveness Levels are determined from evaluation ratings and require the application of relevant rules discussed earlier (e.g., achieving a Proficient II effectiveness level requires DTR).

Compensation levels are determined from effectiveness levels and require the application of a different set of rules discussed earlier (e.g., salaries will never go below the 2014-15 level).

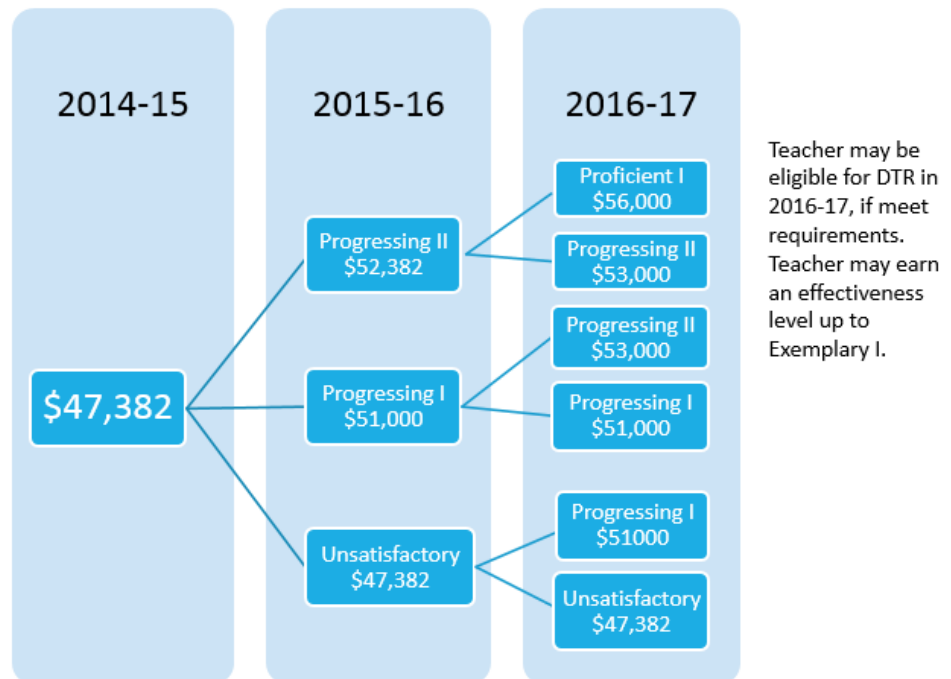
The information below illustrates the relationship among these three concepts.

Evaluation Ratings		Effectiveness Levels		Compensation Levels
Unsatisfactory		Unsatisfactory		\$47,000
Progressing I		Progressing I		\$51,000
Progressing II		Progressing II		\$53,000
Proficient I	APPLY RULES	Proficient I	APPLY RULES	\$56,000
Proficient II		Proficient II		\$60,000
Proficient III		Proficient III		\$65,000
Exemplary		Exemplary I		\$74,000
		Exemplary II		\$82,000
		Master		\$90,000

Salary Scenarios

This section illustrates salary scenarios given the plan design and implementation parameters discussed in preceding sections. For simplicity, for all scenarios, teachers in the following scenarios have a bachelor's degree and work 187 days.

Salary Scenario 1: Teacher completes 2nd year of service in 2014-15



Notes

2015-16:

- **Effectiveness Level Options:** Because this teacher completes their second year of service in 2014-15, there are three possible effectiveness levels for 2015-16: Unsatisfactory, Progressing I, and Progressing II.
- **Salary Implications:** This teacher will receive either the same salary, an 8% raise, or a 10% raise – depending on her/his effectiveness. Even if this teacher is rated Unsatisfactory, she/he will not go below the 2014-15 salary of \$47,382. Note, the salary cap of \$5,000 is in place for the 2015-16. If the teacher earns an effectiveness level of Progressing II, salary will be raised \$5,000.

2016-17:

- **Effectiveness Level Options:** Note that after the first year of implementation, the two paths are either to stay at the same salary level or move up one salary level. This is true for all future years as well.

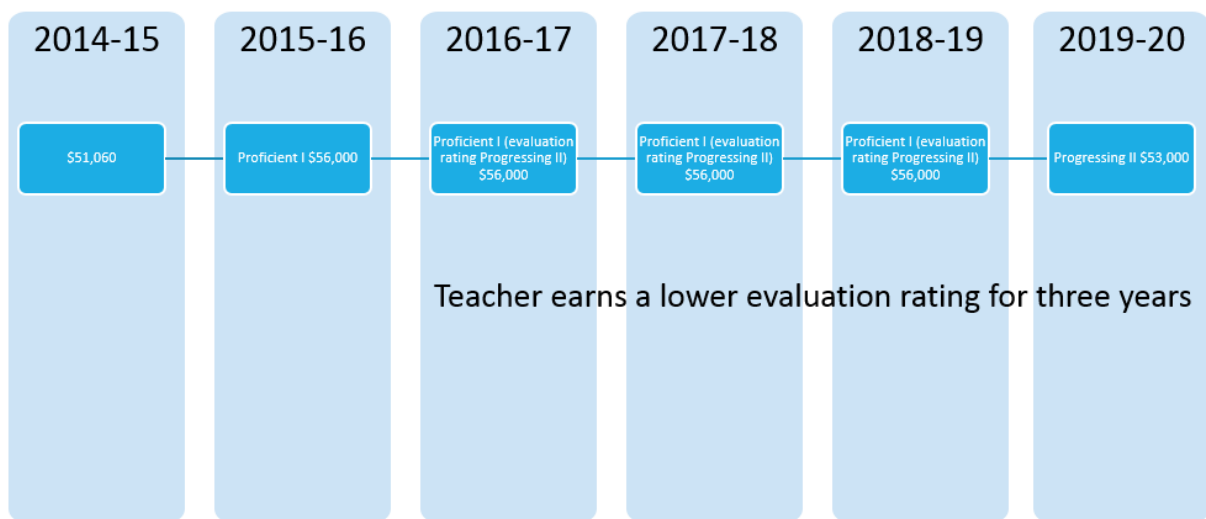
Because this teacher will have completed three years of service at the end of 2015-16, if the teacher achieves Progressing II in 2015-16 and meets the eligibility requirements for

consideration for DTR in 2016-17, the teacher may apply and earn an effectiveness level up to Exemplary I.

- **Salary Implications** This teacher has the potential to either remain flat or have an increase of up to \$8,618 (e.g., salary from 2014-15 to Proficient I in 2016-17) based on effectiveness. Over these two years, this teacher would receive an 18% increase from their 2014-15 salary. If the teacher earned a DTR status, the maximum salary in 2016-17 would be \$57,382, due to the \$5,000 salary increase cap.

Salary Scenario 2:

Teacher completes 9th year of service in 2014-15



Notes

2015-16:

- **Effectiveness Level Options** In this example, the teacher earned an effectiveness level of Proficient I.
- **Salary Implications:** This teacher will receive a 10% raise.

2016-2020:

- **Effectiveness Level Options:** In this example, the evaluation rating indicates a lower effectiveness level, however, the effectiveness level will remain in place for three *additional* years before decreasing. Teachers must receive three consecutive years of less than expected performance before their salary ever decreases. Salaries will never decrease below their 2014-15 salary or a teacher's entry salary if hired after the 2014-15 SY.
- **Salary Implications:** In this example, the salary will remain the same until the 2019 -2020 SY.

Appendix

The following documents are available online at: <http://inet.dallasisd.org/tei/resources>

- A. Teacher Performance Rubric
- B. Student Learning Objectives Rubric
- C. Distinguished Teacher Review Rubric
- D. Spot Observation Form
- E. Adjustment of Performance points for DTR eligible teachers
- F. Version Log

Appendix E

The principal-based performance score for DTR eligible teachers may be adjusted based on the teacher category in order to ensure equity across all teachers.

Examples of Category A

Distinguished Teacher Review Category A path



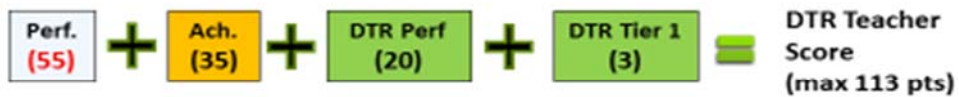
Standard Category A Path



- DTR Path
 - Performance maximum adjusted to 40 points (from 50) to ensure equity across teachers
 - Up to 20 additional points for an overall DTR score
 - Up to 3 additional points for service in a Tier 1 school
- Both paths award up to 15 points for student surveys and up to 35 points for student achievement

Examples of Category B

Distinguished Teacher Review Category B Path



Standard Category B Path



- DTR Path
 - Performance maximum adjusted to 55 points (from 65) to ensure equity across teachers
 - Up to 20 additional points for an overall DTR score
 - Up to 3 additional points for service in a Tier 1 school
- Both paths award up to 35 points for student achievement

Examples of Category C

Distinguished Teacher Review Category C Path



Standard Category C Path



- DTR Path
 - Performance maximum adjusted to 55 points (from 65) to ensure equity across teachers
 - Up to 20 additional points for an overall DTR score
 - Up to 3 additional points for service in a Tier 1 school
- Both paths award up to 15 points for student surveys and up to 20 points for student achievement

Examples of Category D

Distinguished Teacher Review Category D Path



Standard Category D Path



- DTR Path
 - Performance maximum adjusted to 70 points (from 80) to ensure equity across teachers
 - Up to 20 additional points for an overall DTR score
 - Up to 3 additional points for service in a Tier 1 school
- Both paths award up to 20 points for student achievement

Appendix F

Version	Date	Location	Description
1.1	9.30.15	DTR	Updated to reflect 2015-16 Distinguished Teacher Review eligibility requirements
1.2	10.18.15	Spot	Updated to reflect 2015-16 spot observation process