

Teacher Guidebook 2014-15



Updated May 1, 2014



Dallas ISD: What We're 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.

Contents

- 1. A Focus on Teacher Excellence** **4**

- 2. Defining Excellence: How will I be evaluated?** **5**
 - a. Evaluation System Overview & Teacher Categories 6
 - b. Teacher Performance 8
 - i. Framework 8
 - ii. Observations 10
 - iii. Summative Performance Evaluation 12
 - c. Student Achievement 14
 - i. Achievement Templates 14
 - ii. Calculation of Metrics 16
 - d. Student Perceptions 22
 - e. Overall Evaluation Rating & Effectiveness Level 23
 - f. Distinguished Teacher Review 26
 - g. Summary of Evaluation Process 31

- 3. Supporting Excellence: How will I be supported?** **32**
 - a. School-based supports 33
 - b. District resources/opportunities 34

- 4. Rewarding Excellence: How will I be compensated?** **35**
 - a. Strategic Compensation: A New Approach 36
 - b. Implementation Parameters 40
 - c. Salary Scenarios 41

- 5. Appendix** **43**

NOTE: This guidebook is for the purposes of communicating information about the proposed evaluation system for 2014-15 and beyond and is purely intended to facilitate discussion and obtain feedback. The guidebook will continue to be updated in the coming months; the system will be implemented in 2014-15 pending Board approval.

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 you will 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.

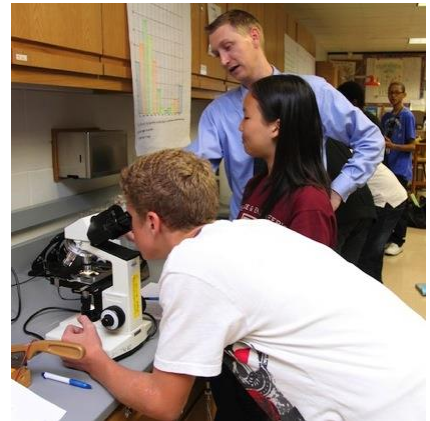
TEI aims to increase your effectiveness in your work with students and in collaboration with colleagues. The rest of this guidebook seeks to explain each of the three components of TEI further as well as point to additional resources.

For further information, please visit: www.dallasisd.org/tei or <http://inet.dallasisd.org/tei/>

Contact us with questions at tei@dallasisd.org.

Defining Excellence

How will I be evaluated?



Evaluation System Overview & Teacher Categories

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

The proposed 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.

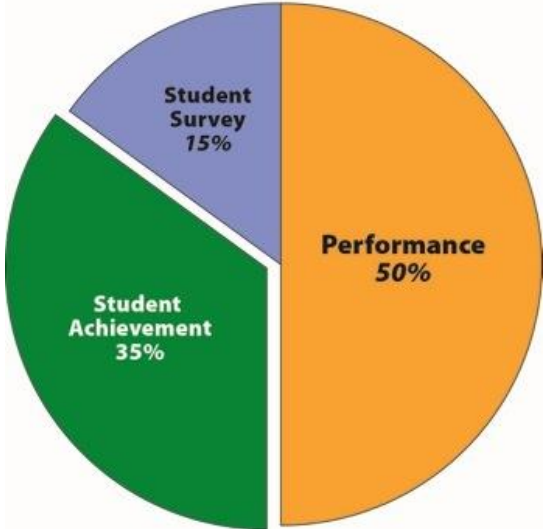
Teacher Category	Teacher Performance	Student Achievement	Student Perceptions
Category A – Most grade 3-12 teachers whose students take an ACP, STAAR, or AP exam, including most K-5 specials teachers	50%	35%	15%
Category B – Most K-2 teachers whose students take an ACP or ITBS/Logramos	65%	35%	0%
Category 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.

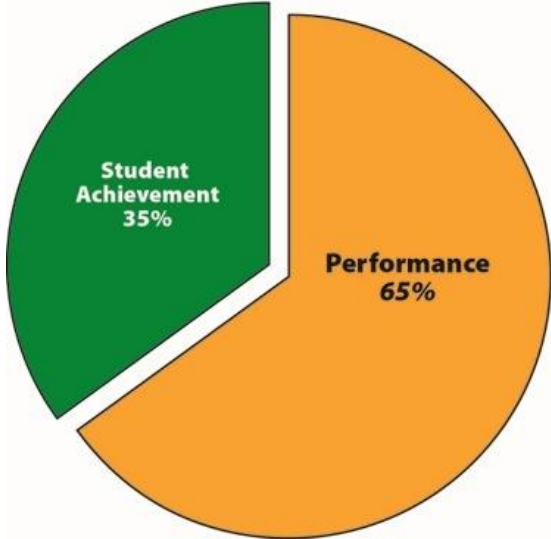
Please note that some teachers may have an evaluation template under a different category depending on the percentage of students with appropriate assessment data and other requirements concerning the minimum number of scores to calculate certain metrics. For more information on this topic, see the section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

Evaluation Templates: Categories A – D

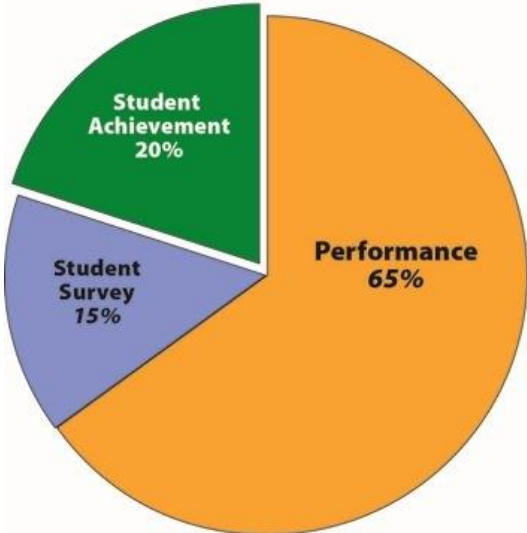
TEI Teacher Category A



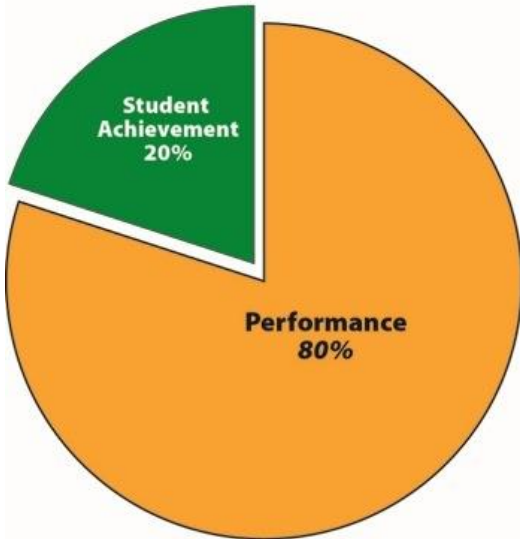
TEI Teacher Category B



TEI Teacher Category C



TEI Teacher Category D



Teacher Performance: Framework

What is the Teacher Performance Framework?

The Teacher Performance Framework is the district's foundational definition of effective teaching. The framework describes in detail the teacher and student behaviors of excellent teachers as well as the performance levels along the continuum for each indicator in the rubric. 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 Framework?

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

Will the framework be revised over time?

Each year a committee will be convened to collect feedback and update the framework 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. In addition, each teacher completes a self-assessment on these domains and can include artifacts prior to the summative evaluation conference.

Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of spot observations, an extended observation, and any type of informal observations conducted 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 we become proficient in these areas. These will be re-visited on an annual basis.

Teacher Performance Framework

The five shaded indicators are the focus of spot observations (Indicators 2.1, 2.2, 2.3, 2.5, and 3.1). The weights in parentheses (e.g., 2x, 3x) indicate the additional weight these indicators have in the summative performance evaluation. For full rubric, see Appendix A.

Domain 1: Planning and Preparation
1.1 Demonstrates knowledge of content, concepts, and skills
1.2 Demonstrates knowledge of students
1.3 Plans or selects aligned formative and summative assessments
1.4 Integrates monitoring of student data into instruction
1.5 Develops standards-based unit and lesson plans
Domain 2: Instructional Practice
2.1 Establishes clear, aligned standards-based lesson objective(s) (3x)
2.2 Measures student mastery through a demonstration of learning (DOL) (3x)
2.3 Clearly presents instructional content (3x)
2.4 Checks for academic understanding (2x)
2.5 Engages students at all learning levels in rigorous work (3x)
2.6 Activates higher-order thinking skills (2x)
Domain 3: Classroom Culture
3.1 Maximizes instructional time (3x)
3.2 Maintains high student motivation (2x)
3.3 Maintains a welcoming environment that promotes learning and positive interactions (2x)
Domain 4: Professionalism and Collaboration
4.1 Models good attendance for students
4.2 Follows policies and procedures, and maintains accurate student records
4.3 Engages in professional development
4.4 Engages in professional community
4.5 Establishes relationships with families and community

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 framework. As highlighted on the previous page, the spot observations will focus on a total of five indicators: four indicators from Domain 2 and one indicator from Domain 3.

What is different about spot observations for 2014-15?

These indicators are very similar to the four components that have been the focus for the 2012-13 and 2013-14 school years. The main difference is that indicator 3.1 (maximizes instructional time) was previously a sub-component of Purposeful Instruction, which is now split up among 2.3, 2.4, and 3.1 in order to increase accuracy in observations and encourage more fine-grained feedback for teachers.

How many spot observations will I receive?

All teachers receive a minimum of five spot observations each semester (ten spot observations annually). 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.

Who conducts spot observations?

Each teacher will have a clearly designated primary evaluator, which will most often be a principal or assistant principal at the teacher's school. One or more other evaluators (principal or assistant principal) may conduct spot observations, at the discretion of the primary evaluator. All evaluators are required to have passed the TEI evaluator certification training.

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.



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 an 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-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	At least 5 each semester; 10 annually	5 key indicators	Yes	Required within 2 working days	Recommended	Yes
Extended	Typically 45 minutes	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. In addition, each teacher completes a self-assessment on these domains in the Schoolnet platform and uploads artifacts prior to the summative evaluation conference.

Domains 2 and 3 are scored based on classroom observations conducted throughout the year through a combination of spot observations, an extended observation, 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 framework indicator. In this way, the evaluator can account for anomalies and provide credit for growth during the year.

Each indicator score has a maximum score of three, six, or nine points depending on each indicator's weight (1x, 2x, and 3x, respectively). After each indicator score is entered in Schoolnet, the total score is automatically calculated by summing the indicator scores together. The maximum possible points is 100.

Performance Rubric Domains	Evidence Used	Max. Points
Domain 1: Planning & Preparation	Artifacts (e.g., lesson plans)	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

TOTAL = 99 + 1 Base Point = 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 Reviews.

How will I receive my summative evaluation?

Teachers will engage in a conference 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?

While all teachers will receive a minimum of ten spot observations each year for both evaluation and coaching purposes, evaluators may determine the summative performance evaluation score and hold

the summative conference after a minimum of seven spot observations and the extended observation are conducted. This flexibility is allowed in order that evaluators have sufficient time to complete summative performance evaluations before the close of the school year.

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

A new certification system will require principals and assistant principals (the evaluators) to demonstrate accurate scoring through video-based calibration exercises. Evaluators will be required to re-certify annually.

Second, if a teacher has strong achievement data and weak performance results (i.e., the evaluator rated a teacher lower than what achievement data would suggest), a teacher can appeal the performance evaluation.

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

Fourth, Executive Directors (the principals' supervisors) will support ongoing calibration training in their observation and support of principals.

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 will have 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 2014-15, achievement templates for Category A and B teachers apply only to teachers-of-record. These achievement templates are currently available online. Teachers will know their likely template(s) when they receive grade/course assignments for the 2014-15 school year. See the next page for examples of achievement templates.

Who developed the achievement templates?

The district's Evaluation & Assessment and Teaching & Learning departments have 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% of the overall evaluation. For Category C and D teachers, this measure is 10% 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

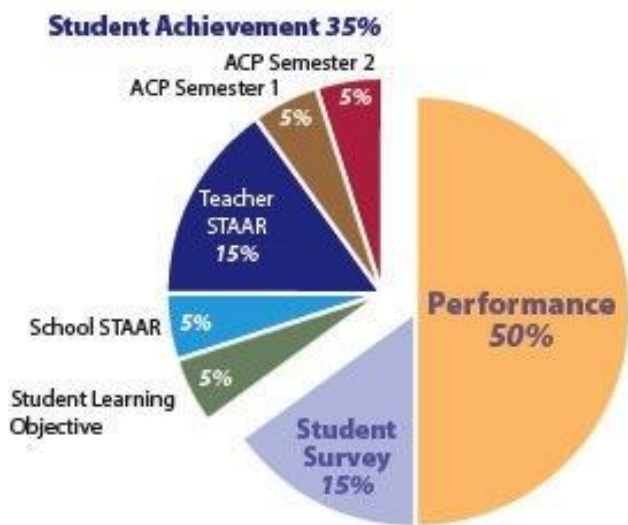
approval of the teacher’s evaluator and is assessed at the end of the year using a rubric (see Appendix B)). This component was field-tested in 2013-14 by a group of principals and teachers.

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

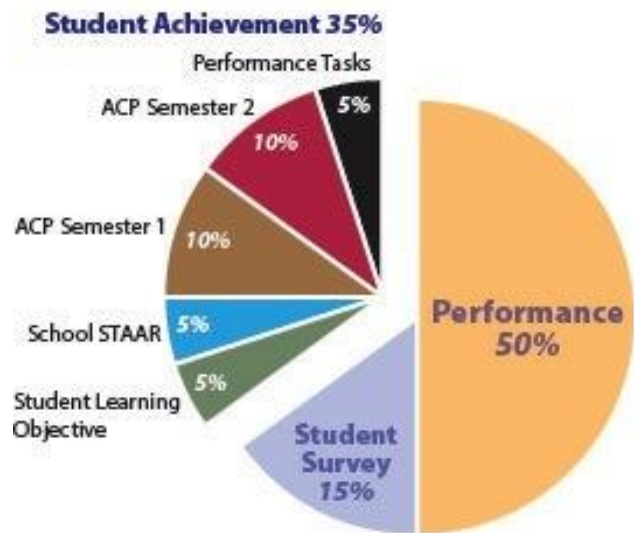
A school-level measure was included in the evaluation to foster collaboration across grade levels and content areas. For Category A and B teachers, this component is 5% of the overall evaluation. For Category C and D teachers, this category is 10% of the overall evaluation (or, one-half of the student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

Examples of Achievement Templates

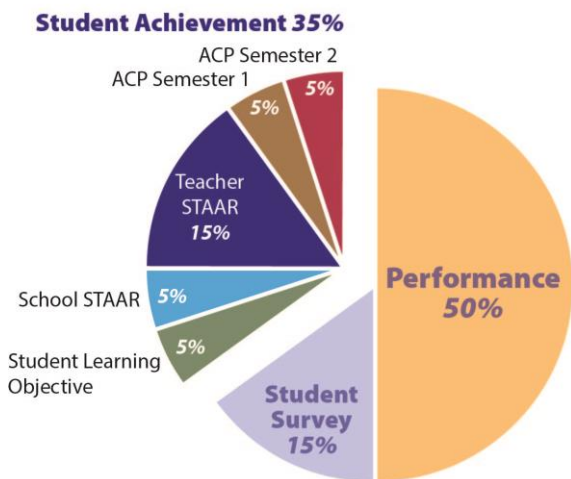
Elementary School GRADE 5 GENERAL



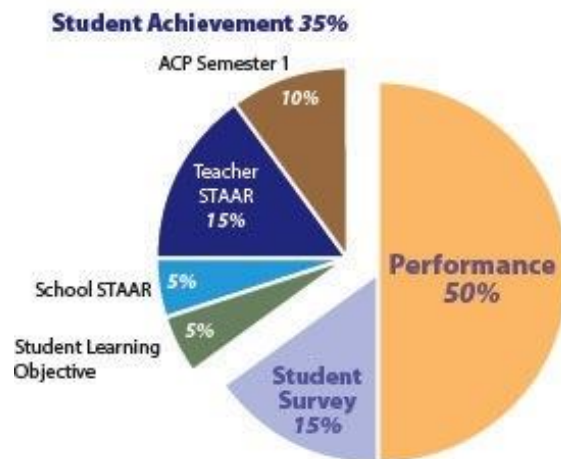
Elementary School ART



Middle School RLA



High School ALGEBRA I



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 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. 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.

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, and 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 will be 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 has 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 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%) exceed the average of their groups. Teacher B had 40% 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 will 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 from Teacher A and Teacher B using STAAR as an example. Let’s say for both teachers STAAR represents 15 percent 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	Possible Points – Teacher A	Possible Points – Teacher B
% Level II (Recommended)	9	9
CEI	9	6
Academic peer groups	12	3

In this scenario, Teacher A would receive 12 of 15 points based on the teacher’s Academic Peer Groups score and Teacher B would receive 9 of 15 points based on the % of students passing at Level II Recommended.

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

Each metric will have its own scoring chart, that is, there will be one each for status, CEI, and academic peer groups. A scoring chart will report the number of points earned for ranges of metric values. Cut

points for each metric within a measure will be 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% 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 will receive 10 points for this measure, 12 percent will receive 8 points, 40 percent will receive 6 points, etc.

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 five students must have at least ten 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 five students with scores from both the reading and mathematics Grade 3 STAAR tests; this results in ten scores. However, if

among the five students one student doesn't have a mathematics score, the calculation will not be made, because there are only nine scores. There would have to be at least one additional student with at least one more STAAR score to compute this metric. Another example: Assume a Grade 4 teacher of both reading/language arts *and* mathematics had four students with scores from all three applicable Grade 4 STAAR tests (reading, writing, and mathematics). While this provides 12 scores, which is more than the minimum of 10, there are not enough students contributing scores to compute the metric. At least one more student must contribute scores to the calculation.

For CEIs, at least eight students must have a current-year score *and* two specific prior-year scores (for determining similar students) In the case of CEIs, unlike the other two metrics, the metric is not computed across tests, so the criteria apply separately to each test (such as Grade 3 STAAR reading and Grade 3 STAAR mathematics).

For academic peer group, at least five 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 at the school for at least 80% of the days during a "test term" (the time from the start of the semester to the start of the testing window). In addition, students must be scheduled into a teacher's course by the first day of the second six-week grading period (fifth six-week grading period for second semester ACPs).

What if a teacher is on leave?

Teachers normally eligible for CEIs, academic peer group, and status metrics (Category A and B teachers) who have more than 20 working days of leave do not have any of these three 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. Data from Human Resources is used to determine leave status.

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 assess only two grades each year using the district ACP exams. The following rotation schedule is in effect:

School Year	Art	Music	P.E.
2014-2015	First and fourth grades	Kinder and third grade	Second and fifth grades
2015-2016	Kinder and third grade	Second and fifth grades	First and fourth grades
2016-2017	Second and fifth grades	First and fourth grades	Kinder and 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 being planned to be a component of teachers' evaluations for those who teach grades 3-12. The survey is planned to be 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 study used the Tripod survey system which differentiates questions for grade spans and structures questions to assess instructional practice and learning environment, not a teacher's popularity. 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."

– DISD Teen Board Member

What are the survey questions?

In alignment with the research, the district will procure a research-based student survey that will provide feedback to teachers and input for the teacher's evaluation. The questions will be available to teachers after the contract has been signed with the vendor. To see the types of questions that are asked, see relevant reports on the MET Project website.

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. The survey will be administered by a proctor other than the students' classroom teacher. Online administration will be explored in future years.

How will my student perception score be calculated?

Teacher with evaluation templates for Categories A and C will have 15% of their evaluation based on student survey results. Similar to how achievement data is calculated (see section on metric calculations), a target distribution will be used by grade-level. Since early grade-level students tend to

provide more positive responses, using the target distribution method will allow for equity across grade levels. In this way, an equal percentage of teachers will receive any particular score point by grade.



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 sum total 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 show 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 survey 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 will not have an advantage or disadvantage. For example, with a target distribution, there will be a roughly 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 having the same evaluation score but having different evaluation ratings. For this reason, comparisons of evaluation scores can only be done within a particular category and not across categories.

Note: For 2014-15, only the above ratings will be given. For ratings 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 teacher evaluation ratings, see the section on Distinguished Teacher Review.

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 has been discussed thus far. 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. During the first year of implementation, the 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. See Rewarding Excellence section for details.

While the district will use an average of two years to move a teacher to the next higher level, it will use an average of three years before it moves a person down to the next lower level.

SAMPLE DRAFT Category A 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.

Teacher Performance

Metric	Possible Points	Rating/Result	Points Earned
Performance Framework	50	[From Evaluator]	27

Student Perceptions

Metric	Possible Points	Rating/Result	Points Earned
Student Survey	15		8

Student Achievement

Metric	Possible Points	Rating/Result	Points Earned
Student Learning Objective	5	[From Evaluator]	4
School STAAR	5	32.3% tests at Level 2 recommended (2) 49.0 STAAR SEI (2) 51.5% tests over "peer group" average (3)	3
Teacher STAAR	15	28.1% tests at Level 2 recommended (6) 52.0 STAAR CEI (9) 48.2% tests over "peer group" average (6)	9
ACP Semester 1	5	34.2% tests passed (2) 48.7 ACP Sem 1 CEI (2) 46.3% tests over "peer group" average (2)	2
ACP Semester 2	5	32.0% tests passed (2) 54.1 ACP Sem 2 CEI (3) 53.4% tests over "peer group" average (3)	3

Maximum Points Possible	35	Points Earned	21
-------------------------	----	---------------	-----------

Total Points	56
---------------------	-----------

Evaluation Rating	Proficient I
--------------------------	---------------------

Effectiveness Level	Proficient I
----------------------------	---------------------

Distinguished Teacher Review

What is a Distinguished Teacher?

A distinguished teacher is one who earns a rating 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 (described below).

There are four additional performance criteria: a verification of the teacher's quality of instruction, leadership, lifelong learning, and contributions to the profession. In addition, teachers serving in Tier 1 schools, schools that have not met state or federal accountability, also can earn additional points. See below for further details. Beginning in the 2015-16 school year, teachers innovating with personalized learning approaches have the opportunity to earn additional points in this process (rubric is under development and will be available during 2014-15).

How many Distinguished Teachers will there be?

Based on the target distribution, the district expects approximately 20 percent of all teachers to hold distinguished ratings.

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. The approximately 20 percent of teachers that will be Distinguished is considered at the district-level. There is no school-level limit or quota.

Who is eligible to become a Distinguished Teacher?

Teachers from all categories are eligible to go through the review process to become distinguished teachers. Normally, teachers will have to reach the Proficient I effectiveness level (through the standard evaluation process described earlier) in order to be considered for a Distinguished Teacher Review (DTR). The teacher needs to receive at least 65 out of 100 points on the performance rubric and at least half of available points from a combination of the student perception score and the student achievement score in order to be eligible for a DTR. For example, a Category A teacher would need at least 25 points from Achievement and Perception points out of the total of 50 available points in order to be eligible.

Eligibility for the 2014-2015 school year

For the first year of implementation in 2014-15, since no TEI evaluation ratings are available until the end of the year, the eligibility criteria will be different from all future years. For 2014-15, a teacher needs to meet the following criteria to be eligible to apply to the DTR review:

- Teacher must be in at least their third year of service in 2014-15
- Teacher must have received a CEI score in the top 25% in 2013-14 (if applicable)
- Teacher must score at least 65 points on the performance rubric for 2014-15

In addition, after the application process is complete, in order to remain eligible for distinguished status, a teacher must meet the following criterion:

- Teachers must receive at least half of available Achievement & Perception points in 2014-15

It is important to note that a teacher may submit an application for DTR status during the application period and still be deemed ineligible after the submission date based on failure to meet the this final requirement.

Eligibility for the 2015-16 school year and future years

In 2015-16 and all future school years, a teacher needs to meet the following criteria to be eligible to apply to the DTR review:

- Teacher must have at least a Proficient I effectiveness level from the prior school year
- Teacher must have received 65 points on the performance rubric in the prior year
- Teacher must have received at least half of available Achievement/Perception points in the prior school year

If a teacher meets the above criteria, the teacher will be eligible to apply and receive a DTR. In addition, after the application process is complete, in order to remain eligible for distinguished status, a teacher must meet the following criteria, which will be verified at the end of the school year:

- Teacher must receive 65 points on the performance rubric in the current year
- Teacher must receive at least half of available Achievement/Perception points in the current year

The criteria for 2015-16 noted above are preliminary and subject to adjustments based on learning and feedback from the first year implementation during 2014-15.

What is the review process for becoming a Distinguished Teacher?

1. Application by DTR-eligible teacher

If a teacher is eligible for a Distinguished Teacher Review, the teacher must submit an application to go through the DTR process. After the first year of implementation, if a teacher is already at the distinguished level, he or she must apply 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.

The application requires both principal input and teacher-provided evidence of leadership, lifelong learning, and contributions to the profession (see draft rubric in Appendix C). For the 2014-15 school year, all applications are due by January 15, 2015.

2. Review of instruction and performance

A three-person team will review the instruction and performance of each applicant sometime between Jan. 19 and May 15. The review team will comprise of a principal or assistant principal, an instructional coach or academic facilitator, and a content-area specialist or teacher. Distinguished teachers will be invited to be part of the process in future years after these individuals have been identified at the end of

the first year of implementation. All members of the DTR teams will be required to attend calibration training and pass a DTR assessment prior to conducting any reviews.

Each applicant will be given a three week window during which the actual review of her instruction or performance will be conducted. Teachers will not know ahead of time the specific day of the review. The observation team will observe the applicant on the job for at least 45 minutes, or one complete lesson if less than 45 minutes. After the observation, the team or a portion of the team will meet with the teacher to ask clarifying questions and to allow the teacher to comment on the techniques and strategies she used during the observation. The observation team will not provide specific feedback to the teacher at this stage of the review process.



Each observation team member will then individually evaluate the instruction based on rubrics developed by School Leadership. An applicant may receive up to 6 points for quality of instruction. In addition, starting in the 2015-16 school year, the teacher has the opportunity to earn an additional 3 points if the teacher demonstrates evidence of a personalized learning approach (rubric will be finalized during the 2014-15 school year). After this initial scoring, each team will discuss among themselves the individual scores and offer commentary and rationale. Individual members have a chance to change their assessment after this group discussion. The final score is the average of the two to three final scores from the team members.

3. Review of leadership, lifelong learning, and contributions to the profession

The remainder of the application—evidence of leadership, lifelong learning, and contributions to the profession—will be assessed by a DTR review team within Human Capital Management. Each application will be scored by three different people. The applicant’s score is an average of the scores given by the three reviewers. An applicant may receive up to six points for leadership, four points for lifelong learning, and four points for contributions to the profession.

4. Verify Tier 1 school status, if applicable

A school will be designated a Tier 1 school if it receives an “improvement required” rating on the state accountability system or designation as a federal “priority” or “focus” school. Tier 1 schools are most in need of effective teachers and administrators. In order to encourage our most effective teachers to teach at Tier 1 schools, the district will award points in the DTR process for service in Tier 1 schools. For DTRs conducted during 2014-15, schools that meet Tier 1 criteria for 2013-14 will also be considered Tier 1 (see Appendix D). In addition, for future years, if a Tier 1 school succeeds in meeting state and federal accountability, the school will continue to be considered a Tier 1 school for DTR purposes (i.e., receiving additional points) for two more years so that distinguished teachers may be rewarded for their contributions towards improving the school and encouraged to remain at the school to sustain progress.

Teachers undergoing the DTR process will receive three points for the first year they served in a Tier One 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 the teachers who are undergoing a DTR. A teacher must work in a Tier One school during the year of application for distinguished status in order to earn these points. Points for prior years will only be awarded if the teacher has worked consecutively in Tier One eligible schools. A central system will track teacher eligibility for points based on teachers' work location.

A current list of Tier 1 schools can be viewed at: <http://inet.dallasisd.org/tei/resources.htm>

5. Calculation of total points and evaluation rating

The DTR implementation section will calculate an applicant's total performance points by adding the points from the DTR instruction and performance review, the points from the review of leadership, lifelong learning, and contributions to the profession, and a possible additional three points for service in a Tier 1 school.

DTR performance score

Criteria	Weight	Rubric Pts.	Total
Actual Instruction	1.5x		/6
Leadership	1.5x		/6
Lifelong learning	1x		/4
Contributions to the profession	1x		/4
Service in a Tier 1 School	1x		3
Performance Evaluation Score			

The total DTR performance score is then added to the current year's achievement score, student perception score (if available), and, the from the principal-based performance score to obtain the overall evaluation score. The principal-based performance score will be truncated based on the teacher category in order to ensure equity across all teachers. Once all of the evaluation scores are calculated (for both teachers who underwent a DTR and those who did not), cut points will be established for the overall effectiveness levels based on the target distribution. Teachers will be placed at the effectiveness level corresponding to the teacher's points. For the first year of implementation, all teachers that meet the full eligibility criteria for DTR will be placed at Proficient I or higher. Teachers that undergo a 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) will receive an initial evaluation rating that corresponds with their data, which could possibly be lower than Proficient I.

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 their distinguished status. If a distinguished teacher chooses not to submit an application in the DTR review, their DTR points from the prior year will be used to determine their status and effectiveness level. A distinguished teacher can only advance to the next highest level by re-applying.

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, since the first Exemplary I teachers will be designated at the end of the 2014-15 school year, 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 years in a row and has taught in a Tier One 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.

Summary of Evaluation Process

The following provides a summary of the evaluation process for the 2014-15 school year.

Process Step	Component	Timeline	Description
Training & Orientation	<i>Performance Achievement Perceptions</i>	August 2014	<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>	Sept 2014	<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>	Sept 2014 – May 2015	<ul style="list-style-type: none"> • Ten 10-15-minute observations per year • Focused on 5 indicators • Written feedback required
Extended Observation w/Conference	<i>Performance</i>	Oct 2014 – May 2015	<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>	Feb – June 2015	<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>	Feb – March 2015	<ul style="list-style-type: none"> • Student surveys administered and scored
Conference: SLOs	<i>Achievement</i>	Spring 2015	<ul style="list-style-type: none"> • Evaluator scores teacher accomplishment of Student Learning Objectives
Assessments	<i>Achievement Perceptions</i>	Dec 2014 & Mar – June 2015	<ul style="list-style-type: none"> • Assessments administered and scored
Distinguished Teacher Reviews (DTRs)	<i>Performance</i>	Jan - May 2015	<ul style="list-style-type: none"> • Teachers eligible for DTRs apply and are assessed and scored
Evaluation Rating & Effectiveness Level	<i>Performance Achievement Perceptions</i>	Aug – Oct 2015	<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 will provide supports across multiple professional learning contexts, leverage technology to support professional learning and collaboration, and provide differentiated professional development options based on data and tailored to teachers' needs. Dallas ISD will focus 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. The 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
- Develop district training modules for effective use of digital video cameras; invest in digital video cameras for teacher use

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
- Develop a more structured mentoring program for novice teachers that leverages campus expertise

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

Developing 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)

- Develop 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 would include a summer session with ongoing PD during the year in order to support job-embedded professional learning



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.

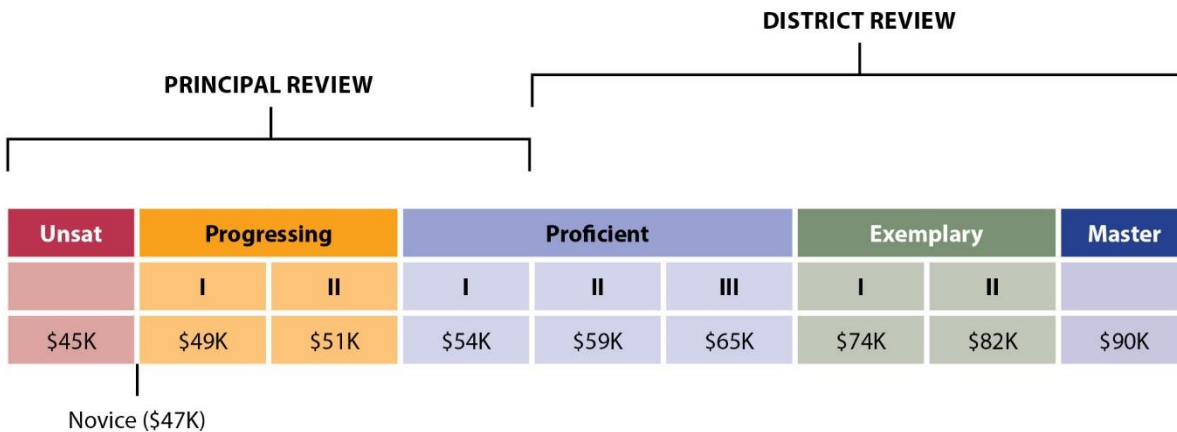
If our primary job is to prepare college- and career-ready students, then an effective system would place a premium on results and reward teachers accordingly. There is growing consensus that change is needed in our profession on compensation. For example, the Texas Teaching Commission recommends that 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 would eliminate the traditional teacher salary schedule for classroom teachers. The traditional salary schedule would be replaced with nine effectiveness levels.



The salaries under the proposed 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, currently it takes a new teacher (on the bachelor’s degree salary schedule) 10 years to earn a salary of \$51,307. 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 their career than a teacher under the current evaluation system and salary schedule.

The chart below illustrates the difference in earning potential between the current system and the proposed compensation plan. The columns under the current salary schedule heading show 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 2013-2014 salary schedule for a teacher with a master’s degree. The columns on the right show one possible and probable progression of an average teacher under the proposed new system.

CYS	Current Salary Schedule	Potential Strategic Compensation	
	Salary	Effectiveness Level	Salary
0	47,022	Novice	47,000
1	47,022	Progressing I	49,000
2	47,022	Progressing II	51,000
3	47,277	Progressing II	51,000
4	47,992	Proficient I	54,000
5	48,859	Proficient I	54,000
6	48,859	Proficient I	54,000
7	49,726	Proficient I	54,000
8	50,593	Proficient II	59,000
9	51,460	Proficient II	59,000
10	52,327	Proficient II	59,000
11	53,194	Proficient II	59,000
12	54,061	Proficient II	59,000
13	54,061	Proficient III	65,000
14	56,265	Proficient III	65,000
	\$755,740		\$839,000

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 current salary schedule, a teacher would earn approximately \$755,740 over 15 years. With the new, proposed compensation plan, the average teacher would earn approximately \$839,000 over 15 years. This amounts to a difference of \$83,260, or approximately \$5,550 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 evaluation ratings and effectiveness levels, all classroom teachers salaries would be based on the new compensation system beginning in the fall of 2015 (2015-16 school year), pending Board of Trustees approval. Given the time required in aggregating the data and the calculation steps described throughout this document, teachers would receive their new salary beginning in their October 2015 paycheck. For teachers that receive a raise under the new system, teachers will receive retroactive pay for the difference between their old and new salary for September 2015 as a separate amount in their October paycheck. The first paycheck in September 2015 would be the same salary as the prior year.

Can my salary ever go down?

Changing compensation systems requires careful consideration of the employees' context. For this reason, even though some teachers initial placement on the new system would suggest a lower salary based on their overall levels of effectiveness, 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.

The only potential way for a salary to go down is if one's salary first increases above her or his 2014-15 salary, but then the teacher receives a lower effectiveness level for three consecutive years, the teacher's salary would go down to the salary level associated with one lower effectiveness level – but never below their 2014-15 salary.

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. The next regular review and possible adjustment of the salary levels will be in the 2016-2017 school year.

Will stipends continue?

All stipends will continue for the 2014-15 school year. Stipends for hard-to-fill areas (e.g., bilingual teachers) will continue in future years based on need. Stipends for department chairs, team leaders, and mentors will continue through 2015-2016 and will be phased-out in subsequent years. In 2014-15 and beyond, these roles have the potential for teachers to earn points in the DTR process, which could result in increased compensation. All other stipends not referenced here will be reviewed for continuation for 2015-16 and beyond.

Do advanced degrees count for anything in this new system?

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

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 the 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 will be 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 will be available in the first year, the effectiveness level will be 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 will be 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 will be 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 would receive the \$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 will receive \$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, it requires mentioning during a transition to the new plan since current teachers will not have had to move through Novice, Progressing I, and Progressing II levels in order to reach Proficient I status.

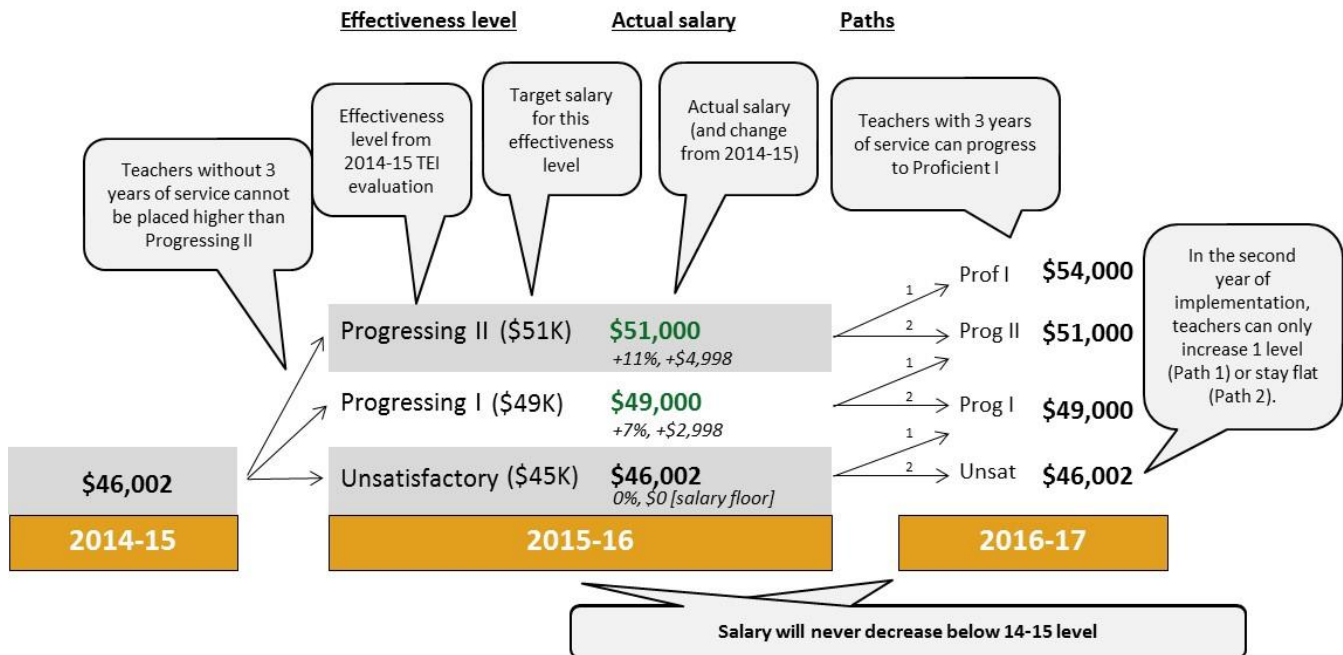
In summary, when taking the above parameters together, we can say the following:

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

Salary Scenarios

This section illustrates salary scenarios given the plan design and implementation parameters discussed in preceding sections. For simplicity, for all scenarios, no cost-of-living adjustment is assumed for 2014-15 or any other year. Teachers in the following scenarios have a bachelor's degree and work 187 days.

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



Notes

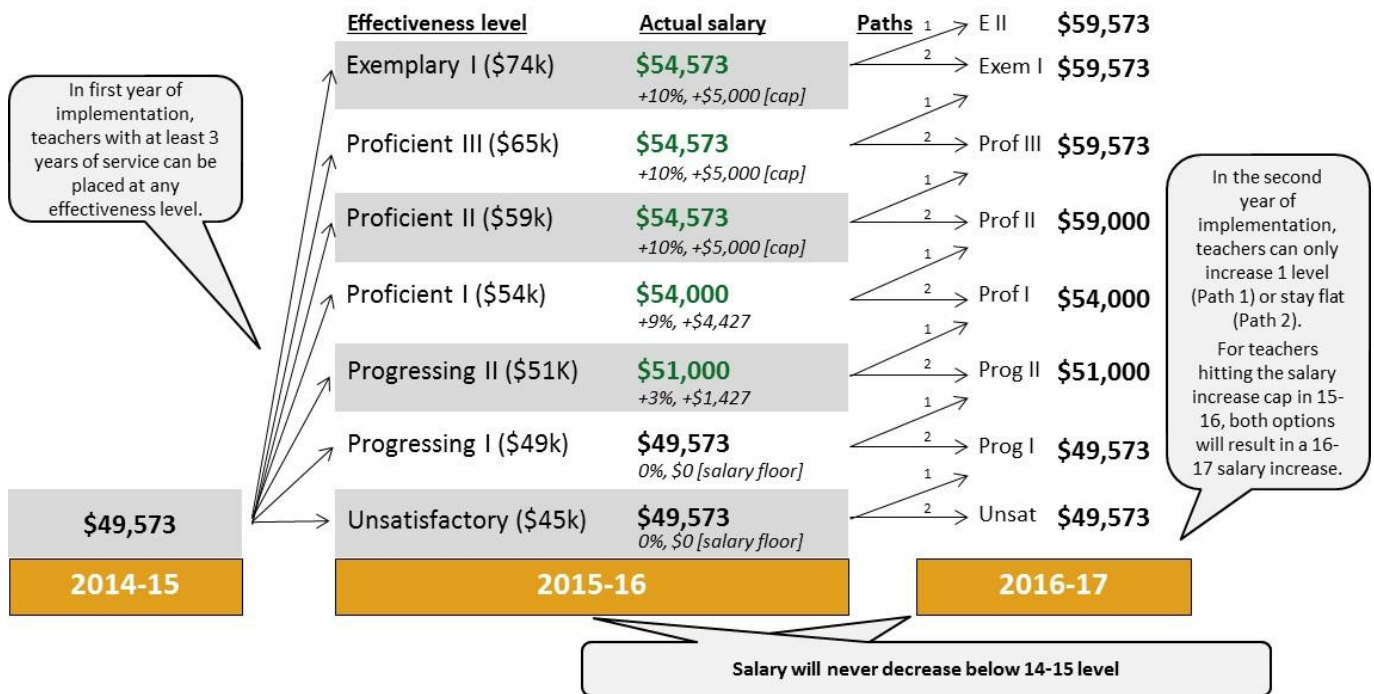
2015-16:

- **Effectiveness Level Options:** Because this teacher is in their second year of service next year 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, a 7% raise, or an 11% raise – depending on her/his effectiveness. Even if this teacher is rated Unsatisfactory, she/he will not go below the 2014-15 salary of \$46,002.

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, this teacher would be eligible to be rated Proficient I (if the average of the two prior year evaluation ratings merit a score for a Proficient I effectiveness level).
- **Salary Implications** This teacher has the potential to either remain flat or have an increase of up to \$3,000 (e.g., Progressing II to Proficient I) based on effectiveness.

Scenario 2: Teacher in 9th year of service in 2014-15



Notes

2015-16:

- **Effectiveness Level Options:** Because this teacher has at least three years of service at the end of 2014-15, this teacher can be placed on any one of seven effectiveness levels based on her/his 2014-15 evaluation.
- **Salary Implications:** This teacher will receive either the same salary, a 3% raise, a 9% raise, or a 10% raise – depending on her/his effectiveness. Even if this teacher is rated Unsatisfactory, s/he will not go below the 2014-15 salary of \$49,573.

2016-17:

- **Effectiveness Level Options:** Note that after the first year of implementation, the two paths are either to stay at the same level or move up one level. This is true for all future years as well.
- **Salary Implications:** This teacher has the potential to either remain flat or have an increase of up to \$5,000 based on effectiveness.

A Note about Two-Year Salary Cap Increase

- If this teacher with nine years of service achieved Exemplary I for the 2015-16 (based on the 2014-15 evaluation rating), the teacher would be capped at a \$5,000 increase as noted above and would receive \$54,573. This teacher then would receive an additional \$5,000 increase the following year (assuming Exemplary I is maintained), as noted above and would receive \$59,573. What the chart does not illustrate is that because the \$5,000 cap increase is only for two years, this teacher would receive the remaining amount to reach the Exemplary I salary level in the third year – in this, case, a \$14,427 raise (the difference between \$74,000, the Exemplary I salary level, and \$59,573, the 2016-17 salary level). Once the cap is removed after the first two years, teachers will be eligible to receive full compensation based on their effectiveness level.

Appendix

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

- A. Teacher Performance Framework Rubric
- B. Student Learning Objectives Rubric
- C. Distinguished Teacher Review Rubric
- D. Spot Observation Form