

BACKGROUND
INFORMATION

As part of the District's strategic direction, in 2010 the District launched the Effective Teachers Initiative designed to ensure there is an effective teacher in every classroom. This initiative is based upon four key strategies, two of which are centered upon building a useful appraisal process and providing teachers with the individualized professional development they need to be successful in the classroom.

Research has proven that teachers have the greatest impact on their students' success over any other factor. Therefore, to ensure every student is taught by an effective teacher, the District and the community have worked together to design an appraisal system that will provide teachers with more feedback on their performance and better support to continuously improve instruction in the classroom.

PROCEDURES

Procedures will be as follows:

1. Teachers will be appraised annually in accordance with the locally developed appraisal system written in compliance with Texas state law (TEC 21.351, 21.352, 21.353). An appraisal will be based on a teacher's performance in fields and teaching assignments for which he or she is certified as follows:

TIME LINES

- a. An appraiser will make every effort to comply with the time lines and requirements in order to execute a fair and meaningful appraisal process and to provide frequent feedback and opportunities for teachers to improve performance and enhance career goals.

NEW TEACHERS

- (1) Each new teacher, including an employee who transfers into a teacher position, will receive teacher appraisal training within 15 instructional days from the hire date. Returning teachers will receive an annual update training no later than the first 15 instructional days from the first date of instruction.

GOAL SETTING
TIME LINE

- (2) Each teacher will participate in a goal-setting conference between the months of August and October. Late hires and employees transferring into teacher positions after October will participate in a goal-setting conference within 15 instructional days from the hire or transfer date.

PROFESSIONAL
DEVELOPMENT

- (3) Each teacher, with the exception of those who are placed on a prescriptive plan of assistance, will be required to complete a professional development plan during the goal-setting period.

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- CONFERENCES (4) Each teacher will participate in a mid-year and end-of-year conference by a specified date annually. The date is specified in the annual calendar approved by the Board.
- INTERRUPTED APPRAISAL PROCESS b. In the event that a required element of the appraisal process is interrupted due to family and medical leave (FML) or other approved leave of absence, the appraisal process will continue from the point of interruption and will be reset based on the cumulative total of actual days on duty. In such cases, the deadlines for completing any past appraisal activities will not apply and all activities will be completed within the time remaining in the appraisal period.
- MISSED DEADLINES c. In the event an appraiser misses a deadline, the appraiser will document the reason in a memorandum to the teacher, and a copy will be sent to the appraiser's supervisor. The appraisal process will continue.
- RATING d. The annual appraisal ratings will be based upon cumulative and varied sources of evidence that have been shared with the teacher in writing as required.
- TEACHER APPRAISAL AND DEVELOPMENT SYSTEM 2. The following procedures related to the teacher appraisal and development system were adopted by the HISD Board of Education on May 2, 2011: [See Reference (c)]
- APPRAISAL PERIOD a. The appraisal period will be governed by the requirements of the locally adopted teacher appraisal system as contained in the Teacher Appraisal and Development System Manual. [See Reference (d)]
- APPRAISAL CALENDAR b. The appraisal calendar is approved by the HISD Board of Education annually and published and distributed at the beginning of each school year.
- OBSERVATIONS c. Teachers will receive at least two unannounced classroom observations of at least 30 minutes in length conducted by their appraiser throughout the school year. Appraisers will not give notice of the date or time of an observation. Each required classroom observation will be followed by a post-observation conference within ten instructional days from the date of the observation, where the appraiser will provide the teacher with specific written and verbal feedback. Additional classroom observations of at least 30 minutes in length will require written feedback to the teacher within ten instructional days from the date of the observation. The frequency

and length of additional observations will be at the discretion of the appraiser.

WALK-THROUGHS

- d. Teachers will receive at least two unannounced walk-throughs, of at least ten minutes in length, conducted by their appraiser throughout the year. Each walk-through will be followed by written feedback within ten instructional days. In-person conversations may also be conducted at the request of either the appraiser or the teacher. The frequency and length of additional walk-throughs will be at the discretion of the appraiser.

FEEDBACK

- e. Appraisers will use the rubrics developed for Instructional Practice, Professional Expectations, and Student Performance as the basis for providing a common, consistent language regarding performance, establishing clear standards around effective teaching and expectations, and facilitating meaningful feedback and discussion between teachers and appraisers.

CONFERENCES

- f. The appraisal process is structured around three major conferencing periods:

GOAL-SETTING
CONFERENCE

- (1) The goal-setting conference is scheduled near the beginning of the year. Teachers will meet with their appraisers to collaboratively create a development plan that considers their focus areas and professional development targets and to discuss student performance.

MID-YEAR
CONFERENCE

- (2) Teachers will meet with their appraisers for a mid-year progress conference. At this conference, each teacher will receive from his or her appraiser formative Instructional Practice (IP) and Professional Expectations (PE) ratings based on multiple sources of evidence aligned to the IP and PE rubrics. Teachers may provide evidence of their performance to their appraiser at least 20 instructional days before the end of the progress conference period contained in the appraisal calendar, except that teachers with progress conferences scheduled for a date prior to this deadline will provide evidence of their performance, if any, at least five instructional days before the date of the scheduled conference.

If relevant evidence presents itself after the evidence submission deadline, teachers may submit this evidence to their appraisers. Teachers will also

END-OF-YEAR CONFERENCE	review and make necessary adjustments to the development plan.
	(3) Teachers will meet with their appraisers for an end-of-year conference. The conference will focus on a teacher's performance for the year, including final performance category ratings and related data sources for IP and PE. Teachers may provide evidence of their performance to their appraiser at least 20 instructional days before the date of the end-of-year conference, except that teachers with progress conferences scheduled for a date prior to this deadline will provide evidence of their performance, if any, at least five instructional days before the date of the scheduled conference. If relevant evidence presents itself after the evidence submission deadline, teachers may submit this evidence to their appraisers.
THIRD-PARTY INFORMATION	3. Third-party information determined to be valid by the appraiser will be shared in writing with the teacher within ten instructional days from knowledge of an event. Third-party input determined to be valid may be used as a part of the appraisal process and will become a part of the appraisal file. Third-party information is information provided by a source other than the primary or second appraiser. The principal will also be notified in writing when the appraiser is not the teacher's principal. [See reference (b)]
SUMMATIVE PERFORMANCE RATING	4. Teachers will receive a Summative Appraisal Performance Rating based upon the following performance criteria: <ul style="list-style-type: none">a. Instructional Practice;b. Professional Expectations; andc. Beginning in 2012–13, Student Performance. <p>A Summative Appraisal Performance Rating will be determined when all documented student performance data is available and a teacher's Summative Appraisal Performance Rating will be based on a four-point scale defined as: Highly Effective, Effective, Needs Improvement, or Ineffective.</p> <p>Teachers will receive their Summative Appraisal Performance Rating at least five instructional days before the conference date at which their Summative Appraisal Performance Rating will be discussed.</p>

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(REGULATION)

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| INDIVIDUAL
PROFESSIONAL
DEVELOPMENT PLAN | 5. | Every teacher will create an Individual Professional Development Plan (IPDP) that sets a path for professional growth and development. The IPDP will be developed collaboratively between the teacher and his or her appraiser at the start of the school year and revisited as necessary throughout the year, unless the appraiser initiates a Prescriptive Plan for Assistance (PPA). |
| PRESCRIPTIVE PLAN
FOR ASSISTANCE | 6. | An appraiser will initiate a PPA when there are documented concerns about a teacher's performance. In such cases, the IPDP will be suspended until the teacher successfully completes the PPA. |
| SECOND APPRAISER

REQUEST | 7. | A teacher may request a second appraiser at either the progress conference or the end-of-year conference, based on his or her formative or final IP, PE, or student performance ratings as follows: <ul style="list-style-type: none">a. The requests will be made in writing to the respective SIO within ten instructional days of receipt of the performance category ratings at the conference. Teachers may request a second appraiser for any of the performance categories at the same time, but a request can be made for each performance category only once throughout the school year. |
| SECOND
APPRAISER
REVIEW | b. | A second appraiser review for IP requires the second appraiser to conduct at least one unannounced classroom observation along with a review of all documentation and data collected that was used to inform the original rating. A second appraiser review for PE or student performance requires a document review of all related materials to assess the teacher in those areas. |
| FINAL RATING | c. | The second appraiser will complete the appraisal process for each appealed category and assign ratings to each criterion within the category. Ratings from both appraisers will be averaged for a final rating for the requested performance category under review. |
| END-OF-YEAR
CONFERENCE | d. | If a second appraiser review has been conducted, the second appraiser and the principal (if not the primary appraiser) will also participate in the end-of-year conference, when possible. |
| DISPUTE RESOLUTION | 8. | If a teacher believes a procedure of the appraisal system has been misapplied to him or her, or if a teacher wishes to dispute the content of the assessment or the ratings given, the teacher may file a dispute. [See Reference (a)] |

APPRAISER
QUALIFICATIONS

9. In order to be locally certified as a District appraiser, one must be assigned to an approved position as reflected by his or her job code, must have successfully completed the locally required appraiser training, and must have passed the required certification assessments prior to conducting appraisals. All appraisers must be approved by the District Board annually.

The following are approved appraiser positions:

- Principal;
- Assistant Principal;
- Dean;
- School Improvement Officer;
- HMW Department Director, Manager, Specialist (Special Education/Special Populations);
- ACP Certification Manager/Trainer;
- Professional Development Academic Trainer;
- Any of the following campus positions that have no classroom duties at the same campus:
 - Instructional Specialist;
 - Curriculum Specialist;
 - Teacher Specialist;
 - Instructional Coordinator;
 - Teacher Coordinator;
 - Title I Coordinator; and
 - Magnet Coordinator.

CONSULTATION

10. This regulation has been through consultation (Administrative: March 1, 2012; Instructional: April 9, 2012).

MAINTENANCE
RESPONSIBILITY

11. The assistant superintendent, Human Capital Accountability and Rewards, is responsible for maintenance of this regulation.

REFERENCES:

- (a) Board Policy DGBA(LOCAL)
 - (b) Board Policy DN(LOCAL)
 - (c) Board Policy DNA(LOCAL)
 - (d) Professional Development and Appraisal System Manual
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