2013-2014
Teacher Appraisal and Development System Update Training
OVERVIEW

Please be sure you have signed in!!

Todaysmeet.com/ADTraining
Purpose

Appraisal and Development System

Regular and tailored feedback

Individualized support

Successful Students
Local Policy

DNA (LOCAL)

DNA (REGULATION)

Board Approved Calendar
Appraisal and Development Process

Self-Reflection
Reflect on performance, student progress, and professional goals

Individualized Development
Learning activities informed by the development plan: IPDP or PPA

Conferences
Collaborative meetings between teacher and appraiser

Observation and Feedback
Observations and walkthroughs followed by formal and/or informal feedback on teaching practice (continuous mentoring and coaching)
Appraisal and Development System
Performance Criteria Areas

Professional Expectations
Teacher’s efforts to meet objective, measurable standards of professionalism

Instructional Practice
Teacher’s skills and knowledge that help promote student learning

Student Performance
Teacher’s impact on student learning
Professional Expectations

Professional Expectations reflect a teacher’s efforts to meet objective, measurable standards of professionalism.

Appraisers use multiple sources of evidence.

*Potential areas include, but are not limited to:*

- Classroom Observations
- Walkthroughs
- Student Work Products
- Student Grade Books
- Teacher’s Discipline File
- School Attendance Records
- Tutoring Logs
- Review of Lesson/Unit/Annual Planning
- Communications with Colleagues
- Communications with Parents or Guardians
- Peer Feedback
- Interactions with the Teacher Outside of the Classroom
- Professional Development Artifacts
- Sign-in sheets, agendas, and minutes from PLC and team meetings
Professional Expectations Criteria

The Professional Expectations criteria reflect a core set of objective, measurable professional expectations for teachers.

<table>
<thead>
<tr>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR-1</td>
</tr>
<tr>
<td>PR-2</td>
</tr>
<tr>
<td>PR-3</td>
</tr>
<tr>
<td>PR-4</td>
</tr>
<tr>
<td>PR-5</td>
</tr>
<tr>
<td>PR-6</td>
</tr>
<tr>
<td>PR-7</td>
</tr>
<tr>
<td>PR-8</td>
</tr>
<tr>
<td>PR-9</td>
</tr>
</tbody>
</table>
## Professional Expectations Levels

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher engages in a <strong>pattern of not meeting</strong> professional expectations (e.g., behavior is either <strong>incomplete or absent</strong>).</td>
<td>Teacher <strong>does not independently meet</strong> professional expectations and <strong>requires individualized support</strong> or guidance.</td>
<td>Teacher <strong>meets</strong> professional expectations.</td>
<td>Teacher <strong>goes above and beyond</strong> professional expectations.</td>
</tr>
</tbody>
</table>


Instructional Practice reflects the teacher’s skills and knowledge that help promote student learning.

Appraisers will use multiple sources of evidence. 

*Potential areas include, but are not limited to:*

- Classroom observations/walkthroughs
- Planning documents
- Daily interactions with the teacher
- Reviews of certain documents (e.g., lesson plans, classroom management plans, grade books, portfolio of student work, etc).
Instructional Practice Criteria

The Instructional Practice rubric reflects the standards skills and knowledge that help drive student learning in the classroom.

<table>
<thead>
<tr>
<th>Instructional Practice Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>PL-1 Develops student learning goals</td>
</tr>
<tr>
<td>PL-2 Collects, tracks, and uses student data to drive instruction</td>
</tr>
<tr>
<td>PL-3 Designs effective lesson plans, units, and assessments</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>I-1 Facilitates organized, student-centered, objective-driven lessons</td>
</tr>
<tr>
<td>I-2 Checks for student understanding and responds to student misunderstanding</td>
</tr>
<tr>
<td>I-3 Differentiates instruction for student needs by employing a variety of instructional strategies</td>
</tr>
<tr>
<td>I-4 Engages students in work that develops higher-level thinking skills</td>
</tr>
<tr>
<td>I-5 Maximizes instructional time</td>
</tr>
<tr>
<td>I-6 Communicates content and concepts to students</td>
</tr>
<tr>
<td>I-7 Promotes high academic expectations for students</td>
</tr>
<tr>
<td>I-8 Students actively participating in lesson activities</td>
</tr>
<tr>
<td>I-9 Sets and implements discipline management procedures</td>
</tr>
<tr>
<td>I-10 Builds a positive and respectful classroom environment</td>
</tr>
</tbody>
</table>
## Performance Levels

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates instructional practices in a criterion <strong>that do not make a sufficient impact</strong> on student growth</td>
<td>Teacher demonstrates instructional practices in a criterion <strong>that need improvement in order to result in a significant impact</strong> on student learning growth.</td>
<td>Teacher demonstrates instructional practices in a criterion <strong>that result in a significant impact</strong> on student learning growth.</td>
<td>Teacher demonstrates instructional practices in a criterion <strong>that result in an exceptional impact</strong> on student learning growth.</td>
</tr>
</tbody>
</table>
A&D: A CLOSER LOOK

LOOK AT THE COLORED DOT ON YOUR FOLDER WHICH INDICATES THE APPRAISAL CRITERIA AREA.

FIND YOUR SAME DOT PARTNERS.

YOU WILL NEED YOUR A&D RUBRICS.

YOUR GROUP WILL NEED A RECORDER, A SPOKESPERSON, AND A TIME KEEPER.

YOU HAVE 10 MINUTES.
A&D: A CLOSER LOOK

1. TOGETHER HIGHLIGHT KEY WORDS FOR RATINGS 2, 3 & 4. MAKE NOTE OF DISTINQUISHING DETAILS BETWEEN THE 3 RATINGS.

2. CITE EXAMPLES OF EVIDENCE THAT WOULD BE FOUND IN LEVEL 3 AND 4 PERFORMANCES. FEEL FREE TO SHARE EXAMPLES FROM YOUR OWN CLASSROOMS.

3. EACH GROUP SPOKESPERSION WILL PRESENT THEIR BEST GROUP EXAMPLES.
Student Performance

Student Performance reflects a teacher’s measurable impact on student learning.

Appraisers use multiple sources of evidence.

- Value-added Growth (e.g., EVAAS)
- Comparative Growth
- Students’ progress (Required)
  - District-Wide Assessments
  - Pre-Approved Assessments
  - Student Attainment (PreK LA Only)
- Students’ progress (Appraiser Approved)
  - Assessments
  - Work Products
  - Tasks
Student Performance Measures

- **Value-Added**
- **Comparative Growth**
- **Student Progress: Required if Available**
- **District-Wide Assessments**
- **Pre-Approved Assessments**
- **Student Attainment (PreK LA Only)**
- **Assessments**
- **Work Products**
- **Tasks**

**Student Progress:** Appraiser-Approved
Calculating Summative Ratings

**Instructional Practice**
Appraiser will provide teacher a final Instructional Practice rating at the End of Year Conference

**Professional Expectations**
Appraiser will provide teacher a final Professional Expectations rating at the End of Year Conference

**Student Performance**
Appraiser will provide teacher a final rating on Student Performance, once all data are available

Summative Appraisal Rating
Teachers will receive their Summative Appraisal Rating once all their Student Performance data are available.

Student Performance data for the 2012-2013 school year will be available during fall 2013 because Value-Added data may not become available until that time.

For this reason, teachers with Value-Added data will receive their Summative Appraisal Rating during fall 2013.
No work on the Student Performance tool should be done prior to September 9, 2013.

Additional information will be provided at that time to begin the process for the 2013-2014 Student Performance Component.
2013-2014
Appraisal and Development Timeline

Goal-Setting Conference
Annual Summative Ratings
10/25
10/31

Progress Conference
1/24

End of Year Conference
Submit to teacher
Conference 4/4

Appraisal Training
9/16

Fall Staff Review
11/4-11

Spring Check In
2/3-10

Conduct at least two formal 10-minute walkthroughs with written feedback.
Conduct at least two formal 30-minute observations with written feedback.
A face-to-face feedback session may be conducted at the request of either the appraiser or the teacher.
The appraisal period begins 15 instructional days after the update or initial training and ends on 5/29.

Create Development Plan (IPDP or PPA) by 10/25
Amend, revise and review throughout the year, as necessary

Measures Worksheets
Completed and Acknowledged
Completed 9/23
Acknowledged 10/7

Goals
Worksheets/Assessments Completed
Year long Courses 10/25
Single Semester (A) 9/24
Single Semester (B) 2/7

Students’ Progress EOY Assessments
5/30

Pending

20
Questions regarding the appraisal process or system may be addressed to:

Human Capital Accountability

713-556-6903