

# **Fort Worth Independent School District**

## Texas Teacher Evaluation and Support System (T-TESS)

Procedures Manual

2016 – 2017

## Welcome to T-TESS

The Fort Worth ISD is pleased to participate in the new appraisal system recommended by the Texas Education Agency. The Texas Teacher Evaluation and Support System (T-TESS) was designed to create a continuous improvement cycle for teachers and administrators. T-TESS was designed by educators to support teachers in their professional growth. We hope you find this system to be fair, informing, and supportive of your professional experience.

The FWISD T-TESS Committee

### What is T-TESS?

“T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.”

<https://teachfortexas.org/Default>

### Teacher Guidelines

The Texas Teacher Evaluation and Support System (T-TESS) supports teachers and as part of the continuous improvement process, teachers consistently hold themselves to a high standard for individual development and performance. They identify methods to collaborate with other educational professionals within and beyond the school to engage in purposeful and targeted professional learning opportunities, seek feedback, and refine their practices and skills. Including the teacher in a systematic way allows him or her to take an active role in his or her professional growth and development.

<https://teachfortexas.org/Views/Teachers>

### Appraiser Guidelines

The appraiser has a vital role in assessing teaching proficiency and ensuring that teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

<https://teachfortexas.org/Views/Appraiser>

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# Texas Teacher Evaluation and Support System (T-TESS) 2016 – 2017

## Appraisals at a Glance

- Except for teachers eligible for less frequent formal observations, teachers will participate in one formal classroom observation/evaluation, which will be mutually scheduled by date and time (announced), one time during the fall or spring semester.
- The annual observation cycle runs in accordance with the District approved appraisal calendar.
- A classroom observation will be the length of an instructional period, or a complete lesson within an instructional period, which consists of a minimum of 45 minutes of instruction.
- All observations must include pre- and post-conference meetings that follow established T-TESS conference protocol and are scheduled by date and time.
- Prior to each observation, the T-TESS evaluator will conduct a “pre-conference” meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context.
- After each classroom/lesson observation, the teacher who was observed will receive a written summary and oral feedback from the individual evaluator in a “post-conference” meeting within 10 working days of the observation.
- At the beginning of the year, teachers will engage in personal goal setting and planning for professional development with their appraiser.
- A summative conference will be held at least 15 days prior to the end of school to discuss overall performance for the year. Teachers will have the opportunity to provide evidence for the Teacher Responsibilities rubric prior to the summative conference.
- Walkthroughs shall be conducted throughout the year. They are typically brief, non-scheduled, informal observations.
- Cumulative documentation will not be used in the formal observation, but will be considered in the summative report. Cumulative documentation that may impact a teacher’s evaluation must be shared with the teacher within 10 working days.
- Any third-party information from a source other than the teacher’s supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser and shared with the teacher within 10 days of knowledge of the verified information.
- If the teacher wishes to have their response to documentation considered for appraisal purposes, their response must be provided to the appraiser within 10 working days.
- Post-observation conferences following each observation may not be waived.
- If a teacher’s principal/supervisor is unable to fulfill the appraisal process requirements, School Leadership, in collaboration with the Executive Director, Human Capital Management, will assign another appraiser to serve as the teacher’s supervisor to complete the appraisal process.
- Teachers are provided one opportunity to waive the scheduled observation due to unforeseen circumstances. Form E is required to be provided to the appraiser prior to the scheduled observation. A new pre-observation conference and observation will need to be rescheduled with the appraiser.

## **Less-than-annual Formal Observation**

A teacher may receive a less frequent formal observation if the teacher agrees in writing. To be eligible for less-than-annual formal observations for the 2016-2017 school year, a teacher shall:

- 1) Be employed on an educator “term” or “continuing” contract, other than a retire/rehire contract;
- 2) Have been assigned to the current building for at least one year; however, if a teacher has moved to a new campus as a result of administrative leveling of classes, the teacher shall remain on the evaluation schedule established at the previous school;
- 3) Be assigned to a position in which a principal or assistant principal is the teacher’s supervisor;
- 4) Serve on a campus that has not been rated “Improvement Required” on the basis of State standards; and
- 5) Have earned, in accordance with law, a rating of “proficient” in all domains, including Domain VII, on the most recent PDAS evaluation.

In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in:

- 1) The Goal-Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section in the commissioner’s rules;
- 2) The performance of teacher’s students, as defined in §150.1001(f)(2) of this title; and
- 3) A modified end-of-year conference that addresses:
  - a. the progress on the Goal-Setting and Professional Development Plan;
  - b. the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and
  - c. the following year's Goal-Setting and Professional Development plan.

## Appeal Process

- In the event a teacher participating in the T-TESS evaluation process disagrees with the evaluation scores for individual performance on the performance domains/dimensions of T-TESS, he or she may appeal within five (5) working days of the post-conference (Form B).
- Complete the *Teacher Request for Appeal of T-TESS Observation Outcomes* (Form B) stating the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation. This information shall be submitted to the original appraiser for additional consideration within five (5) working days of the post-observation conference.
- The appraiser will consider the additional evidence provided and meet with the teacher within ten (10) working days of the original post-observation conference to review the information and discuss identified points related to performance in an effort to achieve a mutual agreement.
- In the event of non-agreement, the teacher may request: 1) a formal review of all documents related to the first observation, and 2) a second formal observation within ten (10) working days of the post-observation conference, using Form C, *Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal*.
- T-TESS appraiser, who did not observe the teacher previously and from the same school, will reassess all evaluation materials regarding the teacher's performance by reviewing existing evidence. After reviewing the information, the designated T-TESS appraiser will make a recommendation in writing regarding the T-TESS evaluation rating for the teacher. The recommendation may uphold the original rating, may recommend modification to the original rating, or may include a recommendation for a second observation.
- If there is no resolution to the non-agreement at the campus, based on the administrative review process, the teacher may continue the process for a second formal observation appraiser, as identified in DNA (Local) and from a list approved by the FWISD Board of Trustees annually. The second appraiser will follow the entire T-TESS process, with the exception of the goal-setting conference.
- If a second appraiser is necessary, the score of the primary appraiser shall count 50 percent by dimension, and the score of the second appraiser shall count 50 percent by dimension.

Multiple location teachers are observed by the principal/designee of the payroll location. Documentation from each location may be included in the appraisal.

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## Links to Additional Resources

[FWISD Educator Page:](http://www.fwisd.org/pages/FWISD/Educators/Public_Site_for_Educators)

[http://www.fwisd.org/pages/FWISD/Educators/Public\\_Site\\_for\\_Educators](http://www.fwisd.org/pages/FWISD/Educators/Public_Site_for_Educators)

[Eduphoria Appraise:](https://www.schoolobjects.com/eduphoria_webcontrols/Login.aspx?ReturnUrl=%2feduphoria_webcontrols%2fApplications.aspx)

[https://www.schoolobjects.com/eduphoria\\_webcontrols/Login.aspx?ReturnUrl=%2feduphoria\\_webcontrols%2fApplications.aspx](https://www.schoolobjects.com/eduphoria_webcontrols/Login.aspx?ReturnUrl=%2feduphoria_webcontrols%2fApplications.aspx)

[Teach for Texas:](https://teachfortexas.org/)

<https://teachfortexas.org/>

[Region 11 Education Service Center](http://www.esc11.net/) (Search T-TESS)

<http://www.esc11.net/>

[Region 13 Education Service Center](http://www4.esc13.net/) (Search T-TESS)

<http://www4.esc13.net/>

## Fort Worth Independent School District

### Texas Teacher Evaluation and Support System (T-TESS) 2016-2017

Full T-TESS Observation and Evaluation Required	Teachers Eligible for Less-Than-Annual Formal Observation and Feedback
<ul style="list-style-type: none"> <li>• All teachers on a probationary contract</li> <li>• All teachers on a one-year retire/rehire contract</li> <li>• All teachers new to a building (except those transferred to a new building because of administrative leveling, if otherwise eligible for less-than-annual observation)</li> <li>• All teachers in a school rated “Improvement Required” based on State standards</li> <li>• All teachers, as may be required by the Chief of Elementary or Chief of Secondary Leadership</li> <li>• All teachers not meeting the “Proficient” criteria in all domains</li> <li>• All teachers will be evaluated annually on Domain IV of T-TESS</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers not meeting the criteria for a “Full T-TESS Observation and Evaluation” are eligible for a biennial, less-than-annual formal observation</li> <li>• All teachers will be evaluated annually on Domain IV of T-TESS</li> <li>• Domain IV-only teachers may waive the 45 minute observation</li> <li>• Domain IV teachers may not waive:               <ul style="list-style-type: none"> <li>○ Goal Setting and Conference</li> <li>○ Summative Annual Appraisal</li> </ul> </li> </ul> <p><b>Note:</b> Teachers coming “onto” a biennial cycle may waive the formal observation for the first year of the two-year cycle. These are teachers who just completed their probationary years and now have a term contract.</p> <p>For succeeding years, eligible teachers will be permitted to waive the formal observation if the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions.</p>

Multiple location teachers will be formally observed by the principal/appraiser of the payroll location. Documentation from each location may be included in the appraisal.

Traditional Calendar	Alice Carlson ALA Calendar
<p><b>August 2016</b></p> <ul style="list-style-type: none"> <li>• August 15 – Begin appraisal period</li> <li>• August 15 – Orientation begins</li> <li>• August 15 - September 30 – Goal Setting Professional Development Plan (or within six weeks following T-TESS training throughout the year)</li> <li>• August 22 – September 5 – No formal observations during the first ten days of school</li> </ul>	<p><b>August 2016</b></p> <ul style="list-style-type: none"> <li>• August 15 – Begin appraisal period</li> <li>• August 15 – Orientation begins</li> <li>• August 15 - September 30 – Goal Setting Professional Development Plan (or within six weeks following T-TESS training throughout the year)</li> <li>• August 22 – September 5 – No formal observations during the first ten days of school</li> </ul>
<p><b>September 2016</b></p> <ul style="list-style-type: none"> <li>• September 6 – Formal observations period begins</li> <li>• September 30 – Goal Setting Professional Development Plan Ends</li> </ul>	<p><b>September 2016</b></p> <ul style="list-style-type: none"> <li>• September 6 – Formal observations period begins</li> <li>• September 30 – Goal Setting Professional Development Plan Ends</li> </ul>
<p><b>October 2016</b></p> <ul style="list-style-type: none"> <li>• October 7 – No formal observations</li> </ul>	<p><b>October 2016</b></p> <ul style="list-style-type: none"> <li>• October 7 – No formal observations</li> <li>• October 13,14,24,25 – No formal observations before or after intersession</li> </ul>
<p><b>November 2016</b></p> <ul style="list-style-type: none"> <li>• November 17,18, 28, 29 – No formal observations before or after Thanksgiving Break</li> </ul>	<p><b>November 2016</b></p> <ul style="list-style-type: none"> <li>• November 17,18, 28, 29 – No formal observations before or after Thanksgiving Break</li> </ul>
<p><b>December 2016</b></p> <ul style="list-style-type: none"> <li>• December 21-22 – No formal observations before Winter Break</li> </ul>	<p><b>December 2016</b></p> <ul style="list-style-type: none"> <li>• December 21-22 – No formal observations before Winter Break</li> </ul>
<p><b>January 2017</b></p> <ul style="list-style-type: none"> <li>• January 9 - 10 – No formal observations after Winter Break or first day of the spring semester</li> <li>• January 13 – No formal observations</li> </ul>	<p><b>January 2017</b></p> <ul style="list-style-type: none"> <li>• January 9 - 10 – No formal observations after Winter Break</li> <li>• January 13 – No formal observations</li> <li>• January 17 – No formal observations the first day of the spring semester</li> </ul>
<p><b>February 2017</b></p> <ul style="list-style-type: none"> <li>• February 2 – No formal observations</li> </ul>	<p><b>February 2017</b></p> <ul style="list-style-type: none"> <li>• February 2 – No formal observations</li> </ul>
<p><b>March 2017</b></p> <ul style="list-style-type: none"> <li>• March 9,10,20,21 – No formal observations before or after Spring Break</li> </ul>	<p><b>March 2017</b></p> <ul style="list-style-type: none"> <li>• March 2,3,20,21 – No formal observations before or after intersession and Spring Break</li> </ul>
<p><b>April 2017</b></p> <ul style="list-style-type: none"> <li>• April 13 – No formal observations</li> </ul>	<p><b>April 2017</b></p> <ul style="list-style-type: none"> <li>• April 13 – No formal observations</li> </ul>
<p><b>May 2017</b></p> <ul style="list-style-type: none"> <li>• May 11 – Formal observation period ends</li> <li>• May 11 – All summative conferences completed</li> <li>• May 11 – All goal-setting conferences completed</li> </ul>	<p><b>May 2017</b></p> <ul style="list-style-type: none"> <li>• May 25 – Formal observation period ends</li> <li>• May 25 – All summative conferences completed</li> <li>• May 25 – All goal-setting conferences completed</li> </ul>
<p><b>June 2017</b></p> <ul style="list-style-type: none"> <li>• June 3 – Evaluation period ends unless snow days are needed</li> </ul>	<p><b>June 2017</b></p> <ul style="list-style-type: none"> <li>• June 17 – Evaluation period ends unless snow days are needed</li> </ul>



Jo Kelly School	Early College High School
<b>August 2016</b> <ul style="list-style-type: none"> <li>August 15 – Begin appraisal period</li> <li>August 15 – Orientation begins</li> <li>August 15 – October 12 – Goal Setting Professional Development Plan (or within six weeks following T-TESS training throughout the year)</li> <li>August 22 – September 5 – No formal observations during the first ten days of school</li> </ul>	<b>August 2016</b> <ul style="list-style-type: none"> <li>August 15 – Begin appraisal period</li> <li>August 15 – Orientation begins</li> <li>August 15 - September 30 – Goal Setting Professional Development Plan (or within six weeks following T-TESS training throughout the year)</li> <li>August 22 – September 5 – No formal observations during the first ten days of school</li> </ul>
<b>September 2016</b> <ul style="list-style-type: none"> <li>September 6 – Formal observations period begins</li> <li>September 28 - Goal Setting Professional Development Plan ends</li> <li>September 29 - 30 – No formal observations before intersession</li> </ul>	<b>September 2016</b> <ul style="list-style-type: none"> <li>September 6 – Formal observations period begins</li> <li>September 30 – Goal Setting Professional Development Plan Ends</li> </ul>
<b>October 2016</b> <ul style="list-style-type: none"> <li>October 11 – No formal observations after intersession</li> </ul>	<b>October 2016</b>
<b>November 2016</b> <ul style="list-style-type: none"> <li>November 17,18, 28, 29 – No formal observations before or after Thanksgiving Break</li> </ul>	<b>November 2016</b> <ul style="list-style-type: none"> <li>November 22,23, 28, 29 – No formal observations before or after Thanksgiving Break</li> </ul>
<b>December 2016</b> <ul style="list-style-type: none"> <li>December 21-22 – No formal observations before Winter Break</li> </ul>	<b>December 2016</b> <ul style="list-style-type: none"> <li>December 15-16 – No formal observations before Winter Break</li> </ul>
<b>January 2017</b> <ul style="list-style-type: none"> <li>January 9 - 10 – No formal observations after Winter Break or first day of the spring semester</li> <li>January 13 – No formal observations</li> <li>January 23 – No formal observations the first day of the spring semester</li> </ul>	<b>January 2017</b> <ul style="list-style-type: none"> <li>January 9 - 10 – No formal observations after Winter Break or the first day of the spring semester</li> <li>January 13 – No formal observations</li> </ul>
<b>February 2017</b> <ul style="list-style-type: none"> <li>February 2 – No formal observations</li> </ul>	<b>February 2017</b>
<b>March 2017</b> <ul style="list-style-type: none"> <li>March 9,10,27,28,1 – No formal observations before or after Spring Break and intersession</li> </ul>	<b>March 2017</b> <ul style="list-style-type: none"> <li>March 9,10,20,21 – No formal observations before or after Spring Break</li> </ul>
<b>April 2017</b> <ul style="list-style-type: none"> <li>April 13 – No formal observations</li> </ul>	<b>April 2017</b> <ul style="list-style-type: none"> <li>April 13 – No formal observations</li> </ul>
<b>May 2017</b> <ul style="list-style-type: none"> <li>May 11 – Formal observation period ends</li> <li>May 11 – All summative conferences completed</li> <li>May 11 – All goal-setting conferences completed</li> </ul>	<b>May 2017</b> <ul style="list-style-type: none"> <li>May 5 – Formal observation period ends</li> <li>May 5 – All summative conferences completed</li> <li>May 5 – All goal-setting conferences completed</li> </ul>
<b>June 2017</b> <ul style="list-style-type: none"> <li>June 22 – Evaluation period ends unless snow days are needed</li> </ul>	<b>June 2017</b> <ul style="list-style-type: none"> <li>June 3 – Evaluation period ends unless snow days are needed</li> </ul>

# Fort Worth Independent School District

To: (Teacher) \_\_\_\_\_

From: (Appraiser) \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Formal Observation Date & Schedule Formal Pre-Observation Conference

This is to notify you that your formal T-TESS observation is scheduled for:

\_\_\_\_\_

Date

\_\_\_\_\_

Time

Please return this memo with some suggested dates and times for our pre-observation conference during the week before your scheduled observation.

\_\_\_\_\_

Date

\_\_\_\_\_

Time

\_\_\_\_\_

Date

\_\_\_\_\_

Time

\_\_\_\_\_

Date

\_\_\_\_\_

Time

In our conference, we will discuss:

- All related Dimensions in Domain I: Planning
- All related Dimensions in Domain II: Instruction
- All related Dimensions in Domain III: Learning Environment
- Your lesson plan for the scheduled observation and your expected outcomes
- 
- 

Please bring your lesson plan, related materials, and your calendar to the conference. We will schedule the post-observation conference during our meeting.

Appraiser's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

*The appraiser should keep the original signed memo. A copy should be given to the teacher with a confirmed appointment. This memo must be given to the teacher three days prior to the conference.*

Form A

# Fort Worth Independent School District

To: (First Appraiser) \_\_\_\_\_

From: (Teacher) \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Teacher Request for Appeal of T-TESS Observation Outcomes  
(For First Campus Appraiser Review)

Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

**I am requesting that my formal T-TESS observation be reviewed by my appraiser. Stated below is the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation.**

My post-observation conference was held on: \_\_\_\_\_  
(Date)

**In the space provided, please describe the observation discrepancy, evidence of performance, and expected outcomes of observation:** (Please add additional pages, as needed.)

\_\_\_\_\_ This *Request for Appeal of T-TESS Observation Outcomes* is within the five (5) working-day period following my post-observation **conference** (first appraiser), during which time I may request an appeal.

Send *Request for Appeal of T-TESS Observation Outcomes* to your appraiser within five (5) working-days following your post-observation conference.

\_\_\_\_\_  
Signature

# Fort Worth Independent School District

To: Executive Director, Human Capital Management

From: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal

Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

**I am requesting that my formal T-TESS observation be reviewed by a second campus appraiser. I am also requesting that a second appraiser be assigned to conduct a second formal observation of me in the event of non-agreement of the review process by the second T-TESS appraiser on my campus.**

My post-observation conference was held on: \_\_\_\_\_  
(Date)

My post-observation **appeal** conference was held on: \_\_\_\_\_  
(Date)

My first appraiser was: \_\_\_\_\_  
(Name)

My second campus appraiser/reviewer was: \_\_\_\_\_  
(Name)

**On a separate page, please describe the observation discrepancy, evidence of performance, and expected outcomes of observation:**

I prefer to be contacted at the following telephone number: \_\_\_\_\_

\_\_\_\_\_ This *Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal* is within the ten (10) working-day period following my **post-observation conference**, during which time I may make this request.

\_\_\_\_\_ I have provided the principal/ and appraiser a copy of this memo.

\_\_\_\_\_  
Signature

Send *Teacher Appeal of T-TESS Observation Outcomes, and Request for Second Appraisal* via School Mail, Email or U.S. Mail to:

**Clifford Mayer**  
Executive Director, HCM  
FWISD Administration Building  
100 North University, Section G4  
Fort Worth, Texas 76107  
[Clifford.mayer@fwisd.org](mailto:Clifford.mayer@fwisd.org)

# Fort Worth Independent School District

To: (Principal and Appraiser) \_\_\_\_\_

From: (Teacher) \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Request for Waiver of Scheduled Observation due to Unforeseen Circumstances

Grade Level: \_\_\_\_\_ Content Area: \_\_\_\_\_

**I am requesting that my formal T-TESS observation be rescheduled due to unforeseen circumstances.**

My formal observation was scheduled for: \_\_\_\_\_  
(Date and Time)

**In the space provided, please describe the reason for the need to reschedule your formal T-TESS observation. This is a one-time waiver and may not be used for subsequent, scheduled observations.**

“I acknowledge that I may not use this Waiver of Scheduled Observation due to Unforeseen Circumstances for subsequent, scheduled observations. I understand that this is a one-time request for this school year. I also understand that a new pre-observation conference and observation will need to be rescheduled with my appraiser.”

\_\_\_\_\_  
Signature

Please provide Request for Waiver of Scheduled Observation due to Unforeseen Circumstances to your principal and appraiser prior to the scheduled observation.

# Fort Worth Independent School District

To: (Principal and Appraiser) \_\_\_\_\_

From: (Teacher) \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Waiver of Scheduled Observation \_\_\_\_\_

The provisions of §150.1003 issued under the Texas Education Code, §21.351 provide school districts the opportunity to allow teachers to be appraised on a less than annual basis if they meet the criteria established by the Board of Education (Policy DNA (Local) and DNA (Regulation)), and if the teacher agrees in writing. FWISD teachers who qualify will be permitted to waive their right to the formal observation and feedback process on a biennial basis. All teachers are required to complete the formal observation process at least once every two years. A copy of the policy is available on the District's website; [www.fortworthisd.org](http://www.fortworthisd.org).

In a year in which a teacher does not receive a full appraisal, the teacher shall participate in:

- 1) The Goal-Setting and Professional Development Plan process,
- 2) The performance of teacher's students; and
- 3) A modified end-of-year conference that addresses:
  - i. the progress on the Goal-Setting and Professional Development Plan;
  - ii. the performance of teachers' students; and
  - iii. the following year's Goal-Setting and Professional Development plan.

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Check below if you desire to waive your right to the formal observation and feedback process for the 2016-2017 school year. Please sign and return to your principal and/or your assigned T-TESS appraiser.

\_\_\_\_\_ I consent to waive my right to the formal observation and feedback process for the 2016-2017 school year.

Print Teacher's Name \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

School Location \_\_\_\_\_

**Chapter 150. Commissioner's Rules Concerning Educator Appraisal**  
**Subchapter AA. Teacher Appraisal**

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**§150.1001. General Provisions.**

- (a) All school districts have two choices in selecting a method to appraise teachers: a teacher appraisal system recommended by the commissioner of education or a local teacher appraisal system.
- (b) The commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with the Texas Education Code (TEC), §21.351.
- (c) The superintendent of each school district, with the approval of the school district board of trustees, may select the T-TESS. Each school district or campus wanting to select or develop an alternative teacher appraisal system must follow the TEC, §21.352, and §150.1007 of this title (relating to Alternatives to the Commissioner's Recommended Appraisal System).
- (d) The commissioner may designate a regional education service center to serve as the T-TESS certification provider for the state. The designated regional education service center may collect appropriate fees under the TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.
- (e) Sections 150.1002 through 150.1006 of this title apply only to the T-TESS and not to local teacher appraisal systems.
- (f) The statutorily required components of teacher appraisal are defined as follows.
- (1) The implementation of discipline management procedures is the teacher's pedagogical practices that produce student engagement and establish the learning environment.
  - (2) The performance of teachers' students is how the individual teacher's students progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by one or more of the following student growth measures:
    - (A) student learning objectives;
    - (B) student portfolios;
    - (C) pre- and post-test results on district-level assessments; or
    - (D) value-added data based on student state assessment results.

*Source: The provisions of this §150.1001 adopted to be effective July 1, 2016, 41 TexReg 2957.  
Statutory Authority: The provisions of this §150.1001 issued under the Texas Education Code, §21.351.*

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**§150.1002. Assessment of Teacher Performance.**

- (a) Each teacher shall be appraised on the following domains and dimensions of the Texas Teacher Evaluation and Support System (T-TESS) rubric that is aligned to the Texas Teacher Standards in Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).
- (1) Domain I. Planning, which includes the following dimensions:
    - (A) standards and alignment;
    - (B) data and assessment;
    - (C) knowledge of students; and
    - (D) activities.
  - (2) Domain II. Instruction, which includes the following dimensions:

- (A) achieving expectations;
- (B) content knowledge and expertise;
- (C) communication;
- (D) differentiation; and
- (E) monitor and adjust.

(3) Domain III. Learning Environment, which includes the following dimensions:

- (A) classroom environment, routines, and procedures;
- (B) managing student behavior; and
- (C) classroom culture.

(4) Domain IV. Professional Practices and Responsibilities, which includes the following dimensions:

- (A) professional demeanor and ethics;
- (B) goal setting;
- (C) professional development; and
- (D) school community involvement.

(b) The evaluation of each of the dimensions identified in subsection (a) of this section shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-conferences, observations, post-conferences, end-of-year conferences, the Goal-Setting and Professional Development Plan process, and other documented sources.

(c) Each teacher shall be evaluated on the 16 dimensions in Domains I-IV identified in subsection (a) of this section using the following categories:

- (1) distinguished;
- (2) accomplished;
- (3) proficient;
- (4) developing; and
- (5) improvement needed.

(d) Beginning with the 2017-2018 school year, each teacher appraisal shall include the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions).

(e) If calculating a single overall summative appraisal score for teachers, the performance of teachers' students, as defined in §150.1001(f)(2) of this title, shall count for at least 20% of a teacher's summative score.

(f) Each teacher shall be evaluated on the performance of teachers' students using one of the terms from the following categories:

- (1) distinguished or well above expectations;
- (2) accomplished or above expectations;
- (3) proficient or at expectations;
- (4) developing or below expectations; or
- (5) improvement needed or well below expectations.

*Source: The provisions of this §150.1002 adopted to be effective July 1, 2016, 41 TexReg 2957.*

*Statutory Authority: The provisions of this §150.1002 issued under the Texas Education Code, §21.351.*

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### **§150.1003. Appraisals, Data Sources, and Conferences.**

(a) Each teacher must be appraised each school year, except as provided by subsection (l) of this section. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

(b) The annual teacher appraisal, or full appraisal, shall include:

(1) a completed and appraiser-approved Goal-Setting and Professional Development Plan that shall be:

(A) submitted to the teacher's appraiser within the first six weeks from the day of completion of the Texas Teacher Evaluation and Support System (T-TESS) orientation, as described in §150.1006 of this title (relating to Teacher Orientation), for teachers in their first year of appraisal under the T-TESS or for teachers new to the district; or

(B) initially drafted in conjunction with the teacher's end-of-year conference from the previous year, revised as needed based on changes to the context of the teacher's assignment during the current school year, and submitted to the teacher's appraiser within the first six weeks of instruction; and

(C) maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activities detailed in the approved plan;

(D) shared with the teacher's appraiser prior to the end-of-year conference; and

(E) used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the T-TESS rubric;

(2) for a teacher in the first year of appraisal under the T-TESS or for teachers new to the district, a Goal-Setting and Professional Development Plan conference prior to the teacher submitting the plan to the teacher's appraiser;

(3) after a teacher's first year of appraisal under the T-TESS within the district, an observation pre-conference conducted prior to announced observations;

(4) at least one classroom observation of a minimum of 45 minutes, as described in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser and in accordance with the Texas Education Code, §21.352(c-1). Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher's summative appraisal ratings, in which case the written summary shall be shared within 10 working days after the completion of the additional observation or walk-through. Section 150.1004 of this title (relating to Teacher Response and Appeals) applies to a written summary of an additional observation or walk-through that will impact the teacher's summative appraisal ratings;

(5) an observation post-conference that:

(A) shall be conducted within 10 working days after the completion of an observation;

(B) is diagnostic and prescriptive in nature;

(C) includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement; and

(D) can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher;

(6) cumulative data, as described in subsection (f) of this section, from written documentation collected regarding job-related teacher performance in addition to formal classroom observations;

(7) an end-of-year conference that:

(A) reviews the appraisal data collected throughout the current school year and previous school years, if available;

(B) examines and discusses the evidence related to the teacher's performance on the four dimensions of Domain IV of the T-TESS rubric, as described in §150.1002(a)(4) of this title (relating to Assessment of Teacher Performance);

(C) examines and discusses evidence related to the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions), when available; and

(D) identifies potential goals and professional development activities for the teacher for the next school year; and

(8) a written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the end-of-year conference.

(c) A teacher may be given advance notice of the date or time of an observation, but advance notice is not required.

(d) Each school district shall establish a calendar for the appraisal of teachers and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:

(1) exclude observations in the two weeks following the day of completion of the T-TESS orientation in the school years when an orientation is required, as described in §150.1006 of this title; and

(2) indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.

(e) During the appraisal period, the certified appraiser shall evaluate and document teacher performance specifically related to the domain criteria, as identified in §150.1002(a) of this title, and the performance of teachers' students, as defined in §150.1001(f)(2) of this title.

(f) The certified appraiser is responsible for documentation of the cumulative data identified in subsection (b)(6) of this section. Any third-party information from a source other than the certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within 10 working days of the certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing of the cumulative data when the certified appraiser is not the teacher's principal.

(g) By written, mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

(h) A written summative annual appraisal report shall be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

(i) An end-of-year conference shall be held within a time frame specified on the school district calendar, no later than 15 working days before the last day of instruction for students. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year; the teacher's efforts as they pertain to Domain IV, as identified in §150.1002(a) of this title; the results of the performance of teachers' students, when available, as defined in §150.1001(f)(2) of this title; and the potential goals and professional development plans, as identified in subsection (b) of this section, for the following year. The written summative annual appraisal report shall be shared with the teacher within 10 working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.

(j) In cases where the certified appraiser is not an administrator on the teacher's campus, as defined in §150.1005(b) of this title (relating to Appraiser Qualifications), either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the end-of-year conference.

(k) Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any dimension, another summative report shall be developed to inform the teacher of the change(s).

(l) Except as otherwise provided by this subsection, a full appraisal must be done at least once during each school year. A teacher may receive a full appraisal less frequently if the teacher agrees in writing and the teacher's most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions identified in §150.1002(a) of this title and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in §150.1002(a) of this title or the performance of teachers' students, as defined in §150.1001(f)(2) of this title. A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years.

(1) District policy may stipulate:

(A) whether the option to receive a full appraisal less frequently than annually is to be made available to teachers;

(B) whether the option to receive a full appraisal less frequently than annually is to be adopted districtwide or is to be campus specific;

(C) if the appraisal accompanying a teacher new to a district or campus meets the option as specified in this subsection, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and

(D) whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented in accordance with subsections (b)(6) and (f) of this section.

(2) A school district may choose annually to review the written agreement to have less frequent full appraisals with the teacher. However, at the conclusion of the school year, the district may modify appraisal options through board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous year(s).

(3) In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in:

- (A) the Goal-Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section;
- (B) the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and
- (C) a modified end-of-year conference that addresses:
  - (i) the progress on the Goal-Setting and Professional Development Plan;
  - (ii) the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and
  - (iii) the following year's Goal-Setting and Professional Development plan.

*Source: The provisions of this §150.1003 adopted to be effective July 1, 2016, 41 TexReg 2957.  
Statutory Authority: The provisions of this §150.1003 issued under the Texas Education Code, §21.351.*

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#### **§150.1004. Teacher Response and Appeals.**

(a) A teacher may submit a written response or rebuttal at the following times:

- (1) for Domains I, II, and III, as identified in §150.1002(a) of this title (relating to Assessment of Teacher Performance), after receiving a written observation summary or any other written documentation related to the ratings of those three domains; or
- (2) for Domain IV, as identified in §150.1002(a) of this title, and for the performance of teachers' students, as defined in §150.1001(f)(2) of this title (relating to General Provisions, after receiving a written summative annual appraisal report.

(b) Any written response or rebuttal must be submitted within 10 working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. A teacher may not submit a written response or rebuttal to a written summative annual appraisal report for the ratings in Domains I, II, and III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

(c) A teacher may request a second appraisal by another certified appraiser at the following times:

- (1) for Domains I, II, and III, as identified in §150.1002(a) of this title, after receiving a written observation summary with which the teacher disagrees; or
- (2) for Domain IV, as identified in §150.1002(a) of this title, and for the performance of teachers' students, as defined in §150.1001(f)(2) of this title, after receiving a written summative annual appraisal report with which the teacher disagrees.

(d) The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal

report for the ratings of dimensions in Domains I, II, and III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal.

(e) A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

(f) The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I-III or shall review the Goal-Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable.

Cumulative data may also be used by the second appraiser to evaluate other dimensions.

(g) Each school district shall adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

*Source: The provisions of this §150.1004 adopted to be effective July 1, 2016, 41 TexReg 2957.*

*Statutory Authority: The provisions of this §150.1004 issued under the Texas Education Code, §21.351.*

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### **§150.1005. Appraiser Qualifications.**

(a) The teacher appraisal process requires at least one certified appraiser.

(b) Under the Texas Teacher Evaluation and Support System (T-TESS), a campus administrator includes a principal, an assistant principal, an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification, or supervisory staff whose job description includes the appraisal of teachers and who is not a classroom teacher. Only in the event of the circumstances identified in subsection (d) of this section may an individual other than a campus administrator act as a certified appraiser.

(c) Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advancing Educational Leadership (AEL) certification. Appraisers without ILT, ILD, or AEL certification before January 1, 2016, may not take ILT or ILD to satisfy this requirement. Periodic recertification and training shall be required.

(d) An individual other than a campus administrator may act as a certified appraiser if:

(1) the individual has been certified by completing the training required under subsection (c) of this section prior to conducting appraisals; and

(2) in the case where the certified appraiser is a classroom teacher, the certified appraiser:

(A) conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities; or

(B) does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

*Source: The provisions of this §150.1005 adopted to be effective July 1, 2016, 41 TexReg 2957.*

*Statutory Authority: The provisions of this §150.1005 issued under the Texas Education Code, §21.351.*

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**§150.1006. Teacher Orientation.**

(a) A school district shall ensure that a teacher is provided with an orientation of the Texas Teacher Evaluation and Support System (T-TESS) no later than the final day of the first three weeks of school and at least two weeks before the first observation when:

- (1) the teacher is new to the district;
- (2) the teacher has never been appraised under the T-TESS; or
- (3) district policy regarding teacher appraisal has changed since the last time the teacher was provided with an orientation to the T-TESS.

(b) The teacher orientation shall be conducted in a face-to-face setting during a district's first year of T-TESS implementation and include all state and local appraisal policies and the local appraisal calendar. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the T-TESS specifics and to have their questions answered.

*Source: The provisions of this §150.1006 adopted to be effective July 1, 2016, 41 TexReg 2957.*

*Statutory Authority: The provisions of this §150.1006 issued under the Texas Education Code, §21.351.*

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**§150.1007. Alternatives to the Commissioner's Recommended Appraisal System.**

(a) District option. A school district that does not choose to use the commissioner's recommended appraisal system must develop its own teacher appraisal system supported by locally adopted policy and procedures and by the processes outlined in the Texas Education Code (TEC), §21.352.

- (1) The school district-level planning and decision-making committee shall:
  - (A) develop an appraisal process;
  - (B) develop evaluation criteria, including discipline management and performance of the teacher's students; and
  - (C) consult with the campus planning and decision-making committee on each campus in the school district.
- (2) The appraisal process shall include:
  - (A) at least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c);
  - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
  - (C) criteria based on observable, job-related behavior, including:
    - (i) the teacher's implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title (relating to General Provisions); and
    - (ii) beginning with the 2017-2018 school year, the performance of teachers' students, as defined in §150.1001(f)(2) of this title.

(3) The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.

(b) Campus option. A campus within a school district may choose to develop a local system as provided in this subsection.

- (1) The campus planning and decision-making committee shall:
  - (A) develop an appraisal process;
  - (B) develop evaluation criteria, including discipline management and performance of the teacher's students; and
  - (C) submit the process and criteria to the district-level planning and decision-making committee.
- (2) The appraisal process shall include:
  - (A) at least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c);
  - (B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
  - (C) criteria based on observable, job-related behavior, including:
    - (i) the teacher's implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title; and
    - (ii) beginning with the 2017-2018 school year, the performance of teachers' students, as defined in §150.1001(f)(2) of this title.
- (3) Upon submission of the appraisal process and criteria to the school district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.
- (4) The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee's recommendation, and the superintendent's recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

*Source: The provisions of this §150.1007 adopted to be effective July 1, 2016, 41 TexReg 2957.*

*Statutory Authority: The provisions of this §150.1007 issued under the Texas Education Code, §21.351.*

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### **§150.1008. District Submissions to Regional Education Service Center.**

- (a) The superintendent shall notify the executive director of its regional education service center in writing of the district's choice of appraisal system when using an alternative to the commissioner's recommended appraisal system and detail the components of that system by the first day of instruction for the school year in which the alternative system is used.
- (b) Each school district shall submit annually to its regional education service center a summary of the campus-level evaluation scores from the Texas Teacher Evaluation and Support System, or the district's locally adopted appraisal system, in a manner prescribed by the commissioner of education.

*Source: The provisions of this §150.1008 adopted to be effective July 1, 2016, 41 TexReg 2957.*

*Statutory Authority: The provisions of this §150.1008 issued under the Texas Education Code, §21.351.*

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(REGULATION)

T-TESS EVALUATION	<p>The formal appraisal of District teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS) unless otherwise designated by appraiser with District approval.</p>
APPRAISAL	<p>Except for teachers eligible for less frequent formal observations in accordance with law, teachers are formally observed in classroom instruction by trained administrators using the T-TESS research-based rubric that covers multiple dimensions of instructional quality. Teachers will participate in one formal classroom observation/evaluation, which will be scheduled and “announced” by date and time.</p> <p>Eligible teachers who have not waived their right to formal feedback from a formal observation will be formally observed in the classroom one time during the fall or spring semester.</p> <p>The annual observation cycle runs in accordance with the District approved appraisal calendar.</p> <p>The length of a classroom observation will be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction.</p>
ANNUAL OBSERVATION CYCLE	<p>All formal observations must include pre- and post-observation conferences that follow established T-TESS conference protocols and are scheduled by date and time.</p> <p>A date and time that is mutually acceptable to the observer and to the teacher should be selected. Restrictions on the date and time of an observation are identified in the appraisal calendar. In special circumstances, these restrictions can be waived at the teacher’s request.</p>
OBSERVATION SCHEDULING	<p>Prior to each formal observation, the T-TESS evaluator will conduct a pre-observation conference with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context.</p> <p>After each formal classroom/lesson observation, the teacher who was observed will receive a written summary and oral feedback from the individual evaluator in a post-observation conference within 10 working days of the actual observation.</p>
LESS-THAN-ANNUAL FORMAL OBSERVATION	<p>A teacher may receive a less frequent formal observation if the teacher agrees in writing. To be eligible for less-than-annual formal observations for the 2016-2017 school year, a teacher shall:</p> <ol style="list-style-type: none"><li>1) Be employed on an educator “term” or “continuing” contract, other than a retire/rehire contract;</li></ol>



- 2) Have been assigned to the current building for at least one year; however, if a teacher has moved to a new campus as a result of administrative leveling of classes, the teacher shall remain on the evaluation schedule established at the previous school;
- 3) Be assigned to a position in which a principal or assistant principal is the teacher's supervisor;
- 4) Serve on a campus that has not been rated "Improvement Required" on the basis of State standards; and
- 5) Have earned, in accordance with law, a rating of "proficient" in all domains, including Domain VII, on the most recent PDAS evaluation.

In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in:

- 1) The Goal-Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section in the commissioner's rules;
- 2) The performance of teacher's students, as defined in §150.1001(f)(2) of this title; and
- 3) A modified end-of-year conference that addresses:
  - a. the progress on the Goal-Setting and Professional Development Plan;
  - b. the performance of teachers' students, as defined in §150.1001(f)(2) of this title; and
  - c. the following year's Goal-Setting and Professional Development plan.

GOAL SETTING  
AND SELF  
ASSESSMENT

At the beginning of the year, all teachers will engage in personal goal setting and planning for professional development with their appraisers. Teachers will document their progress toward achieving those goals throughout the year. Teacher progress toward achieving professional goals shall be assessed using dimensions 4.2 and 4.3 of the rubric (Goal Setting and Professional Development). The summative conference should include review of attainment of goals and consideration of professional development needs for the following school year.

SUMMATIVE  
CONFERENCE

A summative conference will be held at least 15 days prior to the end of school to discuss overall performance for the year.

The summative conference will include review of formal classroom observations, teacher self-evaluation (planning, instruction, environment and responsibilities), student performance information such as grades, formative and summative assessment, student portfolios, written walkthrough information, and other relevant cumulative data.

APPEAL  
PROCESS

In the event a teacher participating in the T-TESS evaluation process disagrees with the evaluation scores for individual performance on the performance domains/dimensions of T-TESS, he or she may appeal within 5 working days of the post-observation conference.

The site-based appeal process will follow the outlined procedures:

- 1) Completion of a Request for Appeal memorandum stating the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation. This information will be submitted to the original appraiser for additional consideration within five (5) working days of the post-observation conference.
- 2) The appraiser will consider the additional evidence provided and meet with the teacher within ten (10) working days of the original post-observation conference to review the information and discuss identified points related to performance in an effort to achieve a mutual agreement.
- 3) In the event of non-agreement, the teacher may request 1) a formal review of all documents related to the first observation and 2) a second formal observation within ten (10) working days of the post-observation conference. A T-TESS appraiser, who did not observe the teacher previously and from the same school, will reassess all evaluation materials regarding the teacher's performance by reviewing existing evidence.
- 4) After reviewing the information, the designated T-TESS appraiser will make a recommendation in writing regarding the T-TESS evaluation rating for the teacher. The recommendation may uphold the original rating, may recommend modification to the original rating, or may include a recommendation for a second observation.
- 5) If there is no resolution to the non-agreement at the campus, based on the administrative review process, the teacher may continue the process for a second formal observation appraiser, as identified in DNA (Local) and from

a list approved by the FWISD Board of Trustees annually. The second appraiser will follow the entire T-TESS process, with the exception of the goal-setting conference.

- 6) Should the teacher's concerns not be resolved through this collaborative process, the employee may submit a formal grievance. The Board has established a formal employee grievance procedure found in policy DGBA in the event the T- TESS appeal process does not resolve concerns.

OTHER  
GUIDELINES

If a second appraiser is necessary, the score of the primary appraiser shall count 50 percent by dimension, and the score of the second appraiser shall count 50 percent by dimension.

Teachers will have the opportunity to provide evidence for the Teacher Responsibilities rubric prior to the summative conference.

Walkthroughs shall be conducted throughout the year.

Walkthroughs are typically brief, non-scheduled, informal observations.

Cumulative documentation that may impact a teacher's evaluation must be shared with the teacher within 10 working days.

If the teacher wishes to have their response to documentation considered for appraisal purposes, their response must be done within 10 working days.

Post observation conferences following each observation may not be waived.