

**Houston Independent School District**  
**Teacher Appraisal and Development System**  
**Implementation Manual**

**2012-2013**



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# 2012-13 Appraisal and Development Timeline

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Office of Superintendent of Schools  
Board of Education Meeting of June 14, 2012

Office of Human Resources  
Ann Best, Chief Human Resources Officer

**SUBJECT: APPROVAL OF THE PROPOSED 2012–2013 TRADITIONAL CALENDAR FOR THE TEACHER APPRAISAL AND DEVELOPMENT SYSTEM**

Teachers in the Houston Independent School District (HISD) shall participate in the teacher appraisal and development process on an annual basis and follow the local calendar adopted by the board annually as follows:

## **Appraisal Training:**

Annual appraisal training for all teachers shall be held no later than the final day of the first three weeks of the school year, or by **September 10, 2012**.

## **Observations:**

There shall be a period of **15 instructional days**, following the orientation or annual update training date before formal classroom observations can be conducted. Observations are unscheduled and unannounced.

## **Walkthroughs:**

Walkthroughs can be conducted at any time during the instructional calendar year. Walkthroughs are unscheduled and unannounced.

## **Student Performance Measures Worksheets:**

Student Performance Measures worksheets shall be completed by the appraiser no later than **September 14, 2012**, and acknowledged by the teacher no later than **September 28, 2012**.

## **Goal Setting Conference:**

Goal setting conferences and individual professional development plans shall be completed no later than **October 19, 2012**.

## **Student Performance Goals Worksheets and Assessments:**

Student performance goals worksheets and end of year assessments shall be finalized and approved no later than **October 31, 2012**, for year long and first semester courses.

Student performance goals worksheets and end of year assessments shall be finalized and approved no later than **February 28, 2013**, for second semester courses.

## **Staff Review:**

Staff review meetings shall occur once during the fall semester. At least one required observation shall be completed prior to the fall staff review meeting.

**Progress Conference:**

Progress conferences shall be held no later than **January 25, 2013**.

**End of Year Conference:**

All required observations and walkthroughs shall be completed by the end of year conference. The last date to give teachers their final Instructional Practice (IP) and Professional Expectations (PE) ratings for review is **April 26, 2013**. The end of year conference shall be conducted by **May 6, 2013**.

**End of Year Student Performance Assessments:**

Results from pre-approved and appraiser-approved assessments shall be submitted to the appraiser no later than **June 6, 2013**.

**Student Performance Ratings and 2012–2013 Overall Appraisal Rating:**

Teachers shall receive their student performance and overall appraisal ratings for the 2012–2013 appraisal year no later than **the end of October 2013**.

Teachers hired on or after **February 8, 2013**, shall not receive an annual appraisal rating of student performance measures. The annual appraisal report shall include an overall rating based on IP and PE.

**Late Hires and Protected Leaves:**

Teachers hired after the first day of the duty calendar (late hires) and returning teachers who take a protected leave as defined by DECA(REGULATION) during the first semester shall:

- Receive appraisal training and complete an individual development plan (IPDP) within **15 instructional days** from the start or return to duty date;
- Participate in a goal-setting conference, acknowledge the student performance measures worksheet, and complete and submit the student performance goals worksheets and finalized assessments within **25 instructional days** from the start or return date.

Teachers of **single semester courses** in high school will follow the guideline in the Student Performance Guidelines manual.

Teachers hired or returning from a full first semester protected leave **after January 1, 2013**, shall not participate in a progress conference.

In cases where completion of the required appraisal activities may be impacted by a teacher's absences or other extenuating circumstances, the process for completing the appraisal activities shall follow the *Procedures* as referred to in DNA(REGULATION).

**Second Appraisals:**

All second appraisals and conferences based on summative ratings for Instructional Practice and Professional Expectations shall be completed before the last day of instruction, **June 6, 2013**.

All second appraisal reviews based on summative ratings for student performance shall be completed within **20 instructional days** from the date of the request.

**Restrictions:**

Formal 30-minute observations shall not be conducted on the following days:

- 1) Any date outside the appraisal period.
- 2) The instructional day prior to or during the administration of standardized tests (i.e., Stanford/Aprenda, TAKS/STAAR). (This applies only to those teachers directly involved in the specific testing; however, teachers are expected to resume classroom instruction once testing has ended for the day.)

Summary of deadlines for all appraisal activities:

**Deadlines**

**Activities**

**September 10, 2012**

Appraisal training deadline for teachers

**September 14, 2012**

Student performance measures worksheets submitted to teacher by appraiser

**September 28, 2012**

Student performance measures worksheets are acknowledged by teacher

**October 19, 2012**

Goal setting conferences and development plans are completed

**October 31, 2012**

Student performance goals worksheets and EOY assessments are finalized and approved

**January 25, 2013**

Final date for progress conferences

**February 28, 2013**

Student performance goals worksheets and end of year assessments for second semester courses are finalized and approved

**April 26, 2013**

Final ratings determined and submitted to teachers

**May 6, 2013**

End of year conferences completed

**June 6, 2013**

End of year results from pre-approved and appraiser-approved assessments due to appraisers; submitted through online system

# Answers to Frequently Asked Questions

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## OVERALL SYSTEM

- **What is HISD’s teacher appraisal and development process, and what are its main components?**

The appraisal and development process is designed to provide all teachers with regular, accurate, useful feedback on their performance and individualized development that will help them do their best work in the classroom. The main components of the appraisal and development process are:

- three comprehensive teacher and appraiser conferences each year;
  - on-going feedback, both formal and informal, based on a teacher’s performance following:
    - At least two formal 30-minute classroom observations by the appraiser each year, followed by written and verbal feedback
    - At least two 10-minute classroom walkthroughs by the appraiser each year, followed by written feedback.
  - individualized development based on learning activities that are informed by an individual development plan;
  - self-reflection, where teachers reflect on performance, student progress, and professional goals.
- **Who is appraised by the teacher appraisal and development system?**

All teachers shall be appraised every year. Teachers are classified as employees who teach students during the instructional day as the teacher of record, a co-teacher, a pull-out teacher, an itinerant teacher, or multi-grade/ancillary teacher. In the case of split roles, if the employee teaches students at least 50% of the instructional day, the teacher appraisal and development system is used.

All non-classroom teacher positions, such as librarians, nurses, counselors, teacher assistants, instructional/teacher coordinators, instructional/teacher specialists, and lead teachers will be appraised using their specific appraisal instruments.

- **What are the appraisal and development criteria?**

Under the new appraisal and development system, teachers will be evaluated in three criteria categories.

  1. **Instructional Practice:** Teacher’s skills and knowledge that help promote student learning
  2. **Professional Expectations:** Teacher’s efforts to meet objective, measurable standards of professionalism
  3. **Student Performance:** Teacher’s impact on student learning

## APPRAISAL AND DEVELOPMENT PROCESS

### I. Observations and Walkthroughs

- **How many observations are required?**  
Teachers will receive at least two unannounced classroom observations over the course of the school year. Additional observations of any length are at the discretion of the appraiser.
- **What is the length of the required observations?**  
Each of the two required observations shall be at least 30 minutes in length. Additional observations may be longer in length. Classroom visits of less than 30 minutes are deemed walkthroughs and walkthrough rules shall apply.
- **How many walkthroughs are required?**  
Teachers will receive at least two unannounced walkthroughs over the course of the school year. Additional walkthroughs of any length are at the discretion of the appraiser.
- **What is the length of the required walkthroughs?**  
Each of the two required walkthroughs shall be at least 10 minutes in length.
- **What type of feedback will be provided after the two required observations?**  
After each of the two **required** 30-minute observations, appraisers shall provide written feedback using the standardized feedback form in the Feedback and Development tool **and** hold a post-conference with teachers within 10 instructional days from the date of the observation. Additional observations require written feedback on the standardized feedback form within 10 instructional days from the date of the observation. A post observation conference must occur after the two required 30-minute observations, but is discretionary following any additional observations.
- **What type of feedback will be provided after the two required walkthroughs?**  
After each of the two required walkthroughs, appraisers must provide written feedback using the standardized feedback form in the Feedback and Development Tool within 10 instructional days from the date of the walkthrough. Additional walkthroughs require written feedback on the standardized feedback form within 10 instructional days from the date of the walkthrough.

### II. Annual Conferences

- **What activities occur at the Goal Setting Conference?**
  - Appraisers and teachers will discuss prior year's teacher and student performance results and, if appropriate, teacher's final SP and summative ratings.
  - Appraisers and teachers will discuss and build an individual development plan.
  - If necessary, appraisers and teachers will review and discuss Student Performance Measures worksheet, and Goals Worksheets, and assessments.

- **What activities occur at the Progress Conference?**
  - Appraisers will provide teachers with comprehensive feedback on performance to date.
  - Appraisers and teachers will adjust professional learning goals and update the development plan as necessary.
  - Appraisers and teachers will discuss the teacher's formative IP and PE performance ratings.
  - If necessary, appraisers and teachers will discuss revisions to Student Performance goals and assessments.
  
- **What activities occur at the End of Year Conference?**
  - Appraisers will provide teachers with comprehensive feedback on performance to date.
  - Appraisers will provide teachers with the final IP and PE performance ratings.
  - Appraisers and teachers will discuss preliminary professional learning goals for the next year and update the development plan as necessary.
  - If necessary, appraisers and teachers will discuss student attendance and the exclusion of students from Student Performance measures.
  
- **Can a teacher or appraiser waive a conference?**  
No, conferences cannot be waived. Frequent and consistent communication is a requirement of the appraisal and development system.
  
- **Are teachers allowed representation at any of the appraisal conferences?**  
No. However, teachers are allowed representation at a Conference for the Record.
  
- **Can any of the annual conferences or post-observation conferences occur during planning periods?**  
No.

### III. Timeline Requirements for Appraisal and Development Process

- **When does the appraisal period begin and end?**  
The appraisal period is determined by the teacher's contract period.
  
- **Can a teacher's end of year IP or PE ratings be changed after the summative conference?**  
If an appraiser collects documentation that affects the teacher's appraisal rating after the end of the year conference for IP or PE, the appraiser shall conduct another conference and adjust the ratings.
  
- **When can observations and walkthroughs begin?**  
Walkthroughs begin on the first day of instruction. Thirty-minute observations shall begin 15 instructional days after the completion of training on the appraisal and development system.



- **What happens when an appraiser misses a deadline?**  
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. Because the purpose of the appraisal process is to provide meaningful feedback to the teacher throughout the year regarding performance, the appraiser shall complete all activities within the time remaining in the appraisal period.
- **What happens if a teacher is absent and the appraisal process cannot be completed within timelines?**  
In the event that a required element of the appraisal process is interrupted, i.e. due to Family Medical Leave (FML) or other approved leave of absence, the appraisal process shall continue from the point of interruption and shall be reset based on the cumulative total of actual days on duty. In such cases, the deadlines for completing any past appraisal activities shall not apply and all activities shall be completed within the time remaining in the appraisal period.

## APPRAISAL AND DEVELOPMENT CRITERIA

### I. **Instructional Practice:** *Reflects teacher's skills and knowledge that help drive student learning in the classroom*

The Instructional Practice rubrics set standards for the skills and actions necessary to promote student achievement and assess a teacher's effectiveness in Planning and Instruction.

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

### II. **Professional Expectations:** *Reflects a core set of objective, measurable professional expectations*

The Professional Expectations rubrics set objective and measurable professional standards for teachers and assess the extent to which a teacher meets expectations.

Professional Expectations Criteria	
<b>Professionalism</b>	
<b>PR-1</b>	Complies with policies and procedures at school
<b>PR-2</b>	Treats colleagues with respect throughout all aspects of work
<b>PR-3</b>	Complies with teacher attendance policies
<b>PR-4</b>	Dresses professionally according to school policy
<b>PR-5</b>	Collaborates with colleagues
<b>PR-6</b>	Implements school rules
<b>PR-7</b>	Communicates with parents throughout the year
<b>PR-8</b>	Seeks feedback in order to improve performance
<b>PR-9</b>	Participates in professional development and applies learning

### III. Student Performance: *Reflects a teacher's impact on student learning*

No single measure of student learning is perfect -- all have strengths and limitations. The appraisal system uses multiple measures of student learning for each teacher and the most accurate measures for each subject/grade level. Additionally, wherever possible, measures focus on student growth to ensure that appraisals reflect the most accurate estimate of each teacher's contribution to student learning.

The table below lists the five measures that shall be used in the performance appraisal system. Each teacher will have multiple measures as part of his or her Student Performance rating. In addition, teachers with value-added measures will have at least one non-value-added measure included in their appraisal. Please see the Student Performance Guidebook on the Human Resources Portal for additional information.

Measure	Description	Type of Assessment <sup>1, 2</sup>	Type of items Used in the Assessment	Type of Measure
1) Value-added growth (e.g., EVAAS)	A district-rated measure of the extent to which students' average growth meets, exceeds, or falls short of average growth. HISD has contracted with SAS EVAAS to calculate value-added growth.	District-wide	Multiple choice and open-ended questions	Value-added growth
2) Comparative growth on district-wide EOC/EOY assessments	A district-rated measure of the extent to which students achieve an ambitious but feasible amount of growth as determined by benchmark scores for similar students.	District-wide	Multiple choice and open-ended questions	Comparative growth
3) Students' progress on district-wide, district pre-approved, or appraiser-approved EOC/EOY assessments	A district- or appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.	District-wide, District Pre-approved, or Appraiser-approved	Multiple choice and open-ended questions	Students' progress

<sup>1</sup> District-wide assessments are those EOY/EOC assessments the District mandates be administered to all students enrolled a given subject/grade or course.

<sup>2</sup> Appraiser-approved assessments may be off-the-shelf EOY/EOC assessments (e.g., the DRA, an EOY/EOC cumulative assessment that comes with the school's curriculum) or they may be assessments that are identified or written by a team of teachers or an individual teacher. In all cases, appraisers need to review and approved these assessments by evaluating them against District-established criteria (e.g., scope, rigor, stretch, format, and reliability).

Measure	Description	Type of Assessment <sup>1, 2</sup>	Type of items Used in the Assessment	Type of Measure
4) Students' progress using culminating, EOC/EOY performance tasks/work products	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.	District-wide or Appraiser-approved	Performance tasks and/or work product	Students' progress
5) Students' attainment on an appraiser-approved or district-wide EOC/EOY assessment	An appraiser-rated measure of the proportion of students who performed at a target level, regardless of their starting points.	District-wide or Appraiser-approved	Multiple choice and open-ended questions	Students' attainment

## DOCUMENTATION

- **How do appraisers document information collected on teacher performance?**

Appraisers can document information on teacher performance in various ways:

  1. Observation notes- taken during observations and walkthroughs should be kept and saved in the Feedback and Development Tool.
  2. Feedback forms- should be provided to teachers electronically through the online Feedback and Development tool.
  3. Memos, directives, or other means used normally at each campus to document events and teacher actions worthy of discussion and review shall be shared with the teacher and uploaded to the Feedback and Development Tool or stored in the teacher's campus appraisal file.
  4. Emails, etc- all should be collected and uploaded to the Feedback and Development Tools or stored in the teacher's file as potential sources of evidence to be referenced during the required conferences with teachers.
- **Can paper documentation be included in a teacher's appraisal?**

Yes, paper documentation can be included in a teacher's appraisal. Items such as scripting notes, emails, memos etc. are considered appropriate documentation and should be placed in teacher's files at the school site, in accordance with the district documentation training. Such files are subject to Open Record requests.
- **When should an appraiser use the standard feedback and conference forms?**

Appraisers are required to use the standard feedback forms in the online Feedback and Development tool following observations and walkthroughs. Appraisers must provide feedback to the teacher on his/her performance for all criteria, observable inside and outside the classroom, using the standard feedback forms. Appraisers are required to use the standard conference forms in the Feedback and Development tool following the Progress and End of Year conferences.
- **Should I complete a feedback form while I am conducting the observation?**

It is an expectation that during an observation appraisers script all teacher and student actions that they observe. After the observation, appraisers must complete the feedback form by using their scripting notes and the rubrics to describe the evidence that was observed for each criterion.
- **How long should an appraiser keep information related to teacher performance?**

Information related to teacher performance must be kept for as long as the person is an employee of HISD and for four years thereafter.
- **Are teachers required to sign documentation?**

Yes, teachers are required to acknowledge the receipt of all written documentation. Forms submitted to the teacher online through the Feedback and Development tool must be acknowledged electronically.
- **What happens if a teacher does not agree with a document?**

If a teacher does not agree with a document, he/she may indicate so by writing comments on the document in the Feedback and Development Tool or submit a written document to be included in his/her file.
- **What if the teacher refuses to acknowledge receipt of a performance document?**

The appraiser must indicate a lack of acknowledgement from the teacher and submit the final document for completion in the Feedback and Development tool.

## THIRD PARTY INFORMATION

- **What is Third Party Information?**

Third Party Information is any information considered in the appraisal process that has come from someone other than a teacher's primary or secondary appraiser. It is used only at the discretion of the appraiser.

- **Who is considered a "Third-Party"?**

Anyone other than the primary appraiser is considered third-party, including the principal. The community and other persons not directly involved in the appraisal process shall have the opportunity to provide third-party input concerning any employee.

- **What procedures should be followed for third-party information?**

- Appraisers shall document third party evidence at the time that the information is obtained and provide this documentation to the teacher within 10 instructional days.
- If the third party information will be used to inform the teacher's appraisal at the Progress Conference or End of Year Conference then the appraiser should reference 'other' documentation as a source of evidence on the feedback that is given to the teacher at the conference.

## SOURCES OF EVIDENCE

- **What sources of evidence will be used to determine teachers' ratings in Instructional Practice?**

Multiple sources of evidence will be used to rate the teacher's Instructional Practice. Appraisers will collect and use evidence from sources such as classroom observations, planning documents, daily interactions with the teacher, reviews of certain documents and artifacts (e.g., lesson plans, classroom management plans, discipline referrals, grade books, portfolio of student work, etc.), and other third party evidence.

- **What sources of evidence will be used to determine a teacher's rating in Professional Expectations?**

Multiple sources of evidence will be used to rate the teacher's Professional Expectations. Appraisers will collect and use evidence from sources such as everyday interactions with the teacher, interactions with the teacher during conferences and meetings, reviews of parent communication materials, reviews of meeting minutes and agendas, feedback from colleagues, and teacher attendance records.

- **For Professional Expectations criteria where a teacher is scoring at level 1 or 2**, appraisers should have already documented and shared evidence and feedback with the teacher prior to discussing the teacher's performance at the Progress Conference or End of Year Conference.
- For those Professional Expectations criteria scored at a level 3 or 4, appraisers do not need to document and share evidence with the teacher prior to the Progress Conference or End of Year Conference.
- The scores shared with the teacher at the Progress Conference are formative, not final, so appraisers are encouraged to use the conference to share evidence and feedback on any areas of concern.
- **Professional Expectations criteria can be documented and shared in a memo to the teacher.**
  - All documentation on Professional Expectations criteria should include evidence of the teacher's actions and clear recommendations or directives on how the teacher should change.
- **Refer to the Professional Expectations rubrics for potential sources of evidence that appraisers can use to score criteria.**
  - For Professional Expectations criteria including PR-1, PR-2, PR-3, PR-4, and PR-6, level 3 performance may be shown through a lack of negative evidence. For example, for criterion PR-4 (Dresses Professionally), level 3 performance may be indicated because the appraiser identified no instances in which the teacher dressed inappropriately.
- **Appraisers may collect evidence from the teacher and from third party sources in order to rate Professional Expectations criteria.**
  - For example, for criterion PR-7 (Communicates with Parents), the appraiser may refer to evidence submitted to the appraiser by parents or by the teacher in order to assess how well the teacher is communicating with parents.

- **Should I assign a score to every criterion after an observation or walkthrough?**  
 Appraisers are **not** required to assign scores for all criteria following a 10 minute walkthrough or 30 minute observation. After an observation, appraisers should only assign scores to those criteria where there is sufficient evidence to rate according to the rubrics. In most observations, appraisers will not be able to collect sufficient evidence to assign a score to every Instructional Practice criterion. For example, Planning criteria are most often assessed by examining sources of evidence that are often not visible in every observation.
- **Do appraisers need to have evidence for every indicator in the IP and PE rubrics?**  
 An appraiser does not need evidence for every indicator, as long as there is sufficient evidence for each criterion. The rubrics are designed to indicate practices that “best describe” a teacher at each performance level. Appraisers will need to seek out opportunities to observe and rate each criterion, i.e. “Maximizes Instructional time”, but he/she will not need to have documented feedback or evidence for every indicator within that criterion.
- **What happens if an appraiser does not have information to rate a criterion?**  
 An appraiser shall continue to conduct walkthroughs or observations and review other materials/events until he/she has had the opportunity to observe the teacher in this criterion, collect evidence, and make a judgment on his/her performance utilizing the rubric. An appraiser may use information received from others through the third party process, but this information should be used to refine not supplant the appraiser’s judgment.
- **When should I indicate that there was insufficient evidence to rate a criterion?**  
 If there has not been a sufficient opportunity to observe evidence that would allow appraisers to rate a criterion, they should select “Not Observed” on the observation or walkthrough feedback form for that criterion. For example, if an appraiser observed only the last 10 minutes of a class period, the appraiser may not have had the opportunity to see how the teacher introduced the lesson’s objective. If that is the case, the appraiser would not have to assign a score to criterion I-1 for that walkthrough. However, if an appraiser does not observe level 3 indicators in a criterion when there was sufficient opportunity during an observation for the indicators to be observed, he or she should assign a score at a lower performance level and provide sufficient rationale for doing so.
- **Can a teacher submit information to be considered in their IP and PE ratings?**  
 Yes. Teachers may choose to submit evidence to their appraiser for inclusion in their appraisal. Teachers may provide evidence of their performance to their appraiser at least 20 instructional days before the end of the Progress Conference or End of Year Conference period contained in the appraisal calendar, except that teachers with 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. It is at the appraiser’s discretion as to the extent the evidence will be used to inform the appraisal rating(s).



## SUPPORT AND DEVELOPMENT ACTIVITIES

### I. Individual Professional Development Plan (IPDP)

- **What is the IPDP, and is it required?**  
The IPDP is an Individual Professional Development Plan developed by each teacher collaboratively with his/her appraiser. It should be based on a teacher's past performance, areas of instructional strength and weaknesses, and individual professional learning goals. Through the IPDP, appraisers help teachers identify sources of support and the development needed to continuously improve instructional practice and drive student learning in the classroom. All teachers shall develop an IPDP unless the appraiser believes that a Prescriptive Plan for Assistance (PPA) is more appropriate.
- **Can the IPDP be changed?**  
Yes. The teacher and appraiser may decide jointly to amend the IPDP after the Progress Conference or at any point throughout the school year based on the teacher's progress towards professional learning goals.
- **How many focus areas do appraisers use for an IPDP?**  
Each IPDP will require the teacher to identify two professional learning targets to work on throughout the school year.

### II. Prescriptive Plan for Assistance (PPA)

- **What is the PPA, and is it required?**  
The PPA is a tool designed to track professional development that is directly tied to a struggling teacher's individual professional needs and to monitor the extent to which a struggling teacher applies professional development to increase positive student outcomes.  
  
Teachers are placed on a PPA at any point in the year when behavior or performance becomes a concern. Teachers who begin the year on an IPDP, but whose performance indicates the need for a stronger support system, shall be placed on a PPA. Once requirements for the PPA have been met and the teacher no longer demonstrates the need for intense support, the teacher and appraiser shall collaboratively adjust the IPDP, and the teacher shall resume activities geared toward successfully achieving the IPDP targets.
- **Can the PPA be changed?**  
A PPA can be adjusted, extended, or ended at any point throughout the school year based on the teacher's progress toward his or her professional learning goals.
- **Who develops the PPA?**  
The appraiser completes all sections of the PPA and then reviews with the teacher.
- **How many focus areas do appraisers use for PPA?**  
There are 1-2 focus areas per PPA, followed by several activities. Additional focus areas can be included, but that is up to the discretion of the appraiser.

- **How is the successful completion of a PPA determined?**  
Successful completion of the PPA is determined by the appraiser, who will review the extent to which a teacher has met the improvement goals outlined in the plan. Completion is based on the outcome of the activities and the intended change in teacher practice/behavior and/or student learning/behavior.
- **Why do some teachers have a PPA and others do not?**  
A PPA is designed only for teachers who are struggling to meet performance expectations and for whom the appraiser has collected documented and shared evidence that supports the need for intensive support.

### III. Self-Reflection

- **What is a Teacher Self-Reflection, and is it required?**  
The Teacher Self-Reflection form is designed to guide teachers to self-reflect on their practice throughout the year. Completing the Self-Reflection form is not a requirement for the appraisal process. It is intended to promote honest and thoughtful reflection on the teacher's performance and to help lead to positive growth and improvement over time. However, it is recommended that the teacher complete the Self-Reflection Form in private at least three times a year: prior to the Goal Setting, Progress, and End of Year conferences with his or her appraiser.

### IV. Teacher Development Specialist (TDS)

- **What role does a TDS play in a teacher's development?**  
A TDS will be dedicated full-time to observing teachers, providing regular feedback to teachers, and supporting their professional growth by either working directly with the teacher in a coaching capacity or providing the teacher access to the most useful resources that meet the teacher's individual needs.
- **Can TDS feedback be used in a teacher's appraisal?**  
A TDS is considered a Third Party source of information, but will only provide information to an appraiser to be considered in a teacher's appraisal in specific circumstances:
  - **For teachers on a PPA**, all feedback and communications between a teacher and TDS will be available to the appraiser and may be considered in a teacher's appraisal rating. If a teacher is placed on a PPA mid-way through the year, all previous communications may be made available to the appraiser as well.
  - **For all other teachers**, TDSs will provide a summary to appraisers for each of their teachers at two points in the school year on areas of focus that the teacher and TDS have identified, and plans for support and progress in those areas.

## APPRAISERS

- **What are appraiser qualifications?**

Under the new appraisal system, a teacher appraiser must be assigned to an approved position, must have successfully completed the locally required appraiser training, and passed the required certification assessments prior to conducting appraisals. All appraisers must be approved by the school district board of trustees annually.

- **What are the approved positions for appraisers?**

- Principal
- Assistant Principal
- Dean
- School Improvement Officer
- HMW Department Director, Manager, Specialist (Special Education/Special Populations)
- ACP Certification Manager/Trainer
- Professional Development Academic Trainer
- Instructional Specialist with no classroom duties at the same campus
- Curriculum Specialist with no classroom duties at the same campus
- Teacher Specialist with no classroom duties at the same campus
- Instructional Coordinator with no classroom duties at the same campus
- Teacher Coordinator with no classroom duties at the same campus
- Title I Coordinator with no classroom duties at the same campus
- Magnet Coordinator with no classroom duties at the same campus

- **How will appraisers be assigned to teachers?**

The campus principal designates the appraisers and makes the appraiser assignments.

- **Can a teacher's appraiser be changed during the school year?**

Yes, an appraiser can be changed during the school year at the principal's discretion.

## PERFORMANCE RATINGS

- **How do I determine formative (mid-year) scores for each criterion prior to the Progress Conference?**

Appraisers should consider all evidence they have collected so far and use the rubrics to holistically determine which performance level best describes the evidence. Mid-year criterion scores **are not** automatically averaged from observation scores.

- **Should I assign a score to every criterion at the Progress Conference?**

Yes. On the Progress Conference form, appraisers must assign a score to every Instructional Practice and Professional Expectations criterion and share those scores with teachers at their Progress Conferences. Appraisers may need to conduct additional walkthroughs or walkthroughs and gather additional evidence and assign scores to all criteria before the Progress Conference.

- **Are formative ratings counted in summative ratings?**

Summative ratings include all observations, walkthroughs, and reviews of various sources of evidence collected from the beginning of the appraisal year.

- **How will final Instructional Practice ratings be determined?**

Appraisers will assign a score to each Instructional Practice criterion using a standardized rubric. There are 13 criteria in all. Each criterion score will be based upon a review of multiple sources of evidence that have been collected and reviewed from the beginning of the year until the time of the rating.

Once each criterion has received a score, the individual scores will be totaled and an overall Instructional Practice rating of 1, 2, 3, or 4 will be assigned based on where the teacher's total scores falls within a specific range. Teachers will receive a final IP Rating at the End-of-the-Year conference. Every piece of feedback prior to that rating is formative in nature and carries no specific weight in the final IP rating. The following are the ranges for the 2012-2013 School Year:

Instructional Practice Score Ranges	
<i>IP Rating</i>	<i>Total Criterion Scores</i>
1	13-24
2	25-34
3	35-43
4	44-52

- **How will formative and final Professional Expectations ratings be determined?**

Appraisers will assign a score to each Professional Expectations criterion using a standardized rubric. There are nine criteria in all. Each criterion score will be based upon a review of multiple sources of evidence that have been collected and reviewed from the beginning of the year until the time of the rating.

Once each criterion has received a score, the individual scores will be totaled and an overall Professional Expectations rating of 1, 2, 3, or 4 will be assigned based on where the teacher’s total scores fall within a specific range. Teachers will receive a final PE Rating at the End-of-the-Year conference. Every piece of feedback prior to that rating is formative in nature and carries no specific weight in the final PE rating. The following are the ranges for the 2012-2013 School Year:

Professional Expectations Score Ranges	
PE Rating	Total PE Score
1	9-16
2	17-23
3	24-30
4	31-33

- **How will final Student Performance ratings be determined?**

Student performance ratings will be based upon the result of combining a teacher’s multiple measures. To determine a teacher’s final rating for the Student Performance component:

1. Determine the teacher’s overall performance level for Non-Value-Added courses.
2. Determine the teacher’s overall performance level for Value-Added courses, if applicable.
3. Combine the teacher’s performance levels into a Student Performance rating using a look-up table.

		Overall Non-Value-Added Performance Level			
		1	2	3	4
Overall Value-Added Performance Level	None	1	2	3	4
	1	1	1	1	2
	2	2	2	2	3
	3	2	2	3	3
	4	2	3	4	4
	5	3	3	4	4

For more information about determining a teacher’s final Student Performance rating, please see the Student Performance Guidebook on the Human Resource Portal.

- **How and when will final/summative ratings be determined?**

Teachers' summative appraisal ratings will be a combination of the scores in Instructional Practice, Professional Expectations, and Student Performance. The scores in these categories, which are based on a four-point scale of Highly Effective (4), Effective (3), Needs Improvement (2), Ineffective (1), are combined using a series of rating tables to determine the final rating.

- The Instructional Practice and Professional Expectations ratings are combined using the following rating table.

		Instructional Practice			
		1	2	3	4
Professional Expectations	1	1	2	2	3
	2	1	2	3	3
	3	1	2	3	4
	4	2	2	3	4

- To combine the Instructional Practice, Professional Expectations, and Student Performance Ratings, appraisers will use two different rating tables. One table will apply for teachers with Value-Added measures (left). Another table will apply for teachers without Value-Added data (right).

**Summative Look-Up Table for Teachers with Value-Added Data**

		Student Performance			
		1	2	3	4
IP x PE	1	I	NI	NI	NI
	2	I	NI	E	E
	3	NI	NI	E	HE
	4	NI	E	E	HE

**Summative Look-Up Table for Teachers without Value-Added Data**

		Student Performance			
		1	2	3	4
IP x PE	1	I	I	NI	NI
	2	NI	NI	NI	E
	3	NI	E	E	E
	4	NI	E	HE	HE

- For teachers with Value-Added data, Student Performance will count for approximately 50% of teachers' summative rating. For teachers without Value-Added data, Student Performance will count for approximately 30% of teachers' summative rating.
- All teachers will receive their Summative Appraisal Rating for the 2012-2013 school year by the fall of 2013, at least five instructional days before the conference date at which their Summative Appraisal Performance Rating will be discussed. Due to the timing of assessment results from spring testing, some data necessary for Student Performance ratings are not available until then.

## SECOND APPRAISER

- **When can teachers request a second appraiser?**

A teacher may request a second appraiser once annually regarding the ratings for each performance area: Instructional Practice, Professional Expectations, or Student Performance.

The request for a second appraiser for Instructional Practice and/or Professional Expectations ratings may result from the Progress Conference or the End of Year Conference. The request for a second appraiser regarding the Student Performance may occur after the End of Year Conference or, for those teachers whose final SP rating is not available until the fall semester, at the Goal Setting Conference.

Any request must be submitted to the SIO in writing within 10 instructional days from receipt of the rating at the conference.

- **How does a teacher request a second appraiser?**

To request a second appraiser, a teacher should complete the second appraiser request form, which can be located on the Employee Appraisal Systems website on the Human Resources portal. The teacher should then email the completed form to their principal, SIO, and to [perfmgt@houstonisd.org](mailto:perfmgt@houstonisd.org). If the principal is the teacher's primary appraiser, the teacher should email the form to their SIO and to [perfmgt@houstonisd.org](mailto:perfmgt@houstonisd.org). Teachers must submit their request within ten instructional days of receiving their formative or summative appraisal rating. If a teacher requests a second appraisal, the principal, SIO, and HR Performance Management should all be notified.

- **After a teacher requests a second appraiser, how will second appraisers be assigned?**

The second appraiser will be assigned by their school's SIO after a teacher completes the second appraiser request form and emails the completed form to their principal, SIO, and to [perfmgt@houstonisd.org](mailto:perfmgt@houstonisd.org).

- **How will the second appraiser review Instructional Practice or Professional Expectations?**

- If the teacher requests that a second appraiser review Instructional Practice, the second appraiser will conduct at least one unscheduled, unannounced 30 minute observation and review all documentation from the first appraiser.
- If the teacher requests that second appraiser review Professional Expectations or Student Performance, the second appraiser will review the documentation and evidence collected to date by the appraiser.
- The second appraiser will assign scores to each criterion in the performance area they have reviewed, and the sums of the first and second appraiser's criterion scores will be averaged to produce a final rating.
- Specifically, the total criterion score for Instructional Practice or Professional Expectations that are provided by the primary and second appraiser will be averaged and then translated into a 1, 2, 3, or 4 based upon where the average score falls among the predetermined ranges.

- **Who is present at the conference that is held to discuss the second appraiser ratings?**  
The teacher, the primary appraiser, the second appraiser, and the principal must be present at the conference to discuss the second appraiser ratings when possible.
- **What is the deadline for completing the second appraiser process?**  
The primary appraiser must share the teacher's final scores, including the scores from the second appraiser, before the last instructional day of the school year.
- **If I am assigned to be a second appraiser, what are my responsibilities?**
  1. The second appraiser gathers sufficient evidence to rate each criterion in the requested Performance Area(s).
  2. If Instructional Practice criteria are requested to be reviewed, the second appraiser conducts at least one unannounced observation in order to gather sufficient evidence to rate all criteria. The second appraiser may choose to observe a full class period or stay long enough to collect evidence to rate each Instructional Practice criteria.
  3. Additional observations or walkthroughs may also be conducted, and the second appraiser must complete all required documentation including sharing feedback with the teacher within ten instructional days. For Planning criteria, the second appraiser contacts the primary appraiser to request the documentation that the primary appraiser used as evidence to score the Planning criteria.
  4. If Professional Expectations criteria are requested to be reviewed, the second appraiser contacts the primary appraiser to request the documentation that the primary appraiser used as evidence to score the Professionalism criteria.
  5. If there is insufficient evidence to provide a score for all requested criteria, the second appraiser can request additional evidence from the teacher. The teacher shall submit requested evidence within 5 instructional days of the request.
  6. The second appraiser provides his/her ratings for each criterion in the online Feedback and Development tool. Second appraisers must submit scores for all criteria in the Performance Area(s) for which the teacher has requested a second appraiser.
  7. In accordance with policy, the ratings from primary and second appraisers will be averaged into a final rating. After all criterion scores are entered, a final rating will be determined by averaging the sum of the second appraiser's criterion scores and the sum of the primary appraiser's criterion scores.

## APPEALS AND EXCEPTIONS

- **Can teachers appeal their appraisal rating?**  
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.



# Contacts

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- **Whom do appraisers contact for questions?**  
Appraisers should first reach out to their principal for specific questions that they may have. Additionally, specific questions can also be sent to [PerfMgt@houstonisd.org](mailto:PerfMgt@houstonisd.org).
- **Whom do teachers contact for questions?**  
Teachers may reach out to their appraiser or principal/SIO for specific questions on the appraisal and development system. Specific questions can also be sent to [PerfMgt@houstonisd.org](mailto:PerfMgt@houstonisd.org).
- **If appraisers or teachers have questions about the Appraisal and Development technology tools, whom do they contact for questions?**  
Teachers and appraisers may reach out to [helpdesk@houstonisd.org](mailto:helpdesk@houstonisd.org) with questions regarding the Feedback and Development Tool or Student Performance Tool.

# Appendix

## GLOSSARY OF APPRAISAL AND DEVELOPMENT SYSTEM TERMINOLOGY

Term	Definition
Comparative Growth	A district-rated measure of the extent to which students achieve an ambitious but feasible amount of growth as determined by benchmark scores for similarly performing students
Criteria Categories	Each of the three major components of the appraisal system: Instructional Practice, Professional Expectations, and Student Performance
Criterion	Specific areas rated within each major performance criterion (i.e., maximizes instructional time)
Criterion score	Score given on specific sub-criteria rated within the Instructional Practice and Professional Expectations performance criteria (i.e., maximizes instructional time)
Development Plans	Under the new system, there are two types of Development Plans, the "Individual Professional Development Plan" and the "Prescriptive Plan for Assistance."
End of Year Conference	This is the conference held at the end of the school year, where the teacher receives his/her final IP and PE ratings, along with any available student performance data and plans for professional development for the next school year.
End of Year Conference Form	Standardized form used to give teachers information on their final IP, PE and SP ratings, along with the summative rating for the school year.
Feedback Form	Standardized feedback form used to provide feedback on Instructional Practice and Professional Expectations at any point in the school year.
Final rating	Rating given at the end of year for each of the three major performance criteria- Instructional Practice, Professional Expectations, and Student Performance. Final ratings are used to gain a summative rating using the Rating Tables.
Formative rating	Rating given at the Progress Conference on IP and PE, intended to inform teacher practice. Formative ratings are not provided for SP.
Goal Setting Conference	This is the conference held at the beginning of the school year between the appraiser and teacher, where they reflect on last year's performance, build the development plans, and confirm which student learning measures will be included in the teacher's Student Performance rating for the current school year. Additionally, the summative rating from the prior year may be shared, if it is available at that time.

<b>Term</b>	<b>Definition</b>
Indicator	Behaviors or outcomes corresponding to each rating level within the Instructional Practice and Professional Expectations rubrics.
Instructional Practice (IP)	One of the three major performance criteria categories , which includes criterion reflecting the teacher's skills and knowledge that help drive student learning in the classroom
IPDP	"Individual Professional Development Plan"- IPDP- is one of two types of development plans teachers may have.
Major Prep	A teacher's prep that is counted towards the teacher's Student Performance criteria (refer to SP Guidebook for more information).
PPA	"Prescriptive Plan for Assistance"- PPA- is one of two types of development plans a teacher may have.
Professional Expectations (PE)	One of the three major performance criteria categories, which includes criterion reflecting a core set of objective, measurable professional expectations for teachers.
Progress Conference	This is a conference held at the middle of the year, where the teacher will be provided with formative feedback on his/her performance this school year. Additionally, development plans will be revisited and revised as appropriate.
Progress Conference Form	Standardized form used to provide teachers with feedback on their progress and formative Instructional Practice and Professional Expectations scores.
Students' Attainment on EOY/EOC Assessments	An appraiser-rated measure of the proportion of students who performed at a target level, regardless of their starting points.
Student Performance (SP)	One of the three major performance criteria categories, which includes criterion reflecting the teacher's impact on student learning.
Students' Progress on End-of-Course or End-of-Year Assessments	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.
Students' Progress Using EOC/EOY Performance Tasks and Work Products	An appraiser-rated measure of the extent to which students learned an ambitious and feasible amount of content and skills, taking into account students' starting points.
Summative Appraisal rating	Comprehensive rating that is premised upon a teacher's final ratings in Instructional Practice, Professional Expectations and Student Performance.
Summative Rating Table	Look-up table used to determine a teacher's summative appraisal rating.
Value-Added Growth	A district-rated measure of the extent to which students' average growth meets, exceeds, or falls short of average growth.