Course Objectives

- Understand the 3 measures of TADS as part of Instructional Practice, Professional Expectations, and Student Performance
- Understand the timeline and key dates, and changes in policy regarding TADS
- Become familiar with resources available to support your professional development throughout the school year
Appraisal System and Process Overview
HISD’s Strategic Direction

Board of Education Goals for HISD from the Declaration of Beliefs and Visions

1. Effective Teacher in Every Classroom
2. Effective Principal in Every School
3. Rigorous Instructional Standards & Supports
4. Data Driven Accountability
5. Culture of Trust through Action
Local Policy

DNA(LOCAL)

DNA(REGULATION)
- Appraisal Process and Timelines
- Second Appraiser Review Process

DGBA(LOCAL)
- Grievance Process

TADS Rubric and Manual

Board-Approved Calendar
**Appraisal and Development Timeline**

- **Goal-Setting Conference; Annual Summative Ratings**: 10/31/14
- **Progress Conference; Request for Second Appraiser Review**: 1/30/15
- **End of Year Conference; Request for Second Appraiser Review**: 4/10/15
- **Appraisal and Development Timeline**
  - **8/25/14 – 5/28/15**: Conduct informal walkthroughs with written feedback
  - **9/16/14 – 5/28/15 (and 15 working days after the update or initial training)**: Conduct at least two 10 minute formal walkthroughs and at least two 30 minute formal observations with written feedback
  - **Late hires on or after 2/6/15**: Receive at least four informal walkthroughs with written feedback
  - **Create Development Plan (IPDP or PPA)**
    - Amend, revise and review throughout the year, as necessary
    - **10/31/14: IPDP Deadline**
  - **Measures Worksheets**
    - Goals
    - Worksheets/Assessments Completed
    - **9/19/14 Submitted to Teacher**
    - **10/6/14Acknowledged by Teacher**
    - **10/31/14: Yr**
    - **10/20/14: A**
    - **2/6/15: B**
  - **Results Worksheets**
    - **Submitted to Appraiser**
    - **Acknowledged by Appraiser**
    - **12/12/14: A**
    - **5/28/15: Yr/B**
    - **12/19/14: A**
    - **5/29/15: Yr/B**

**Notes**
- **Appraisal and Development Timeline**
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  - **12/19/14: A**
  - **5/29/15: Yr/B**
Teacher Appraisal And Development System
Appraisal and Development System
Performance Criteria Areas

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

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

**Student Performance**
Teacher’s impact on student learning
Professional Expectations
Professional Expectations

What are Professional Expectations?

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

Where can appraisers look to assess professionalism?

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

- Classroom observations
- Planning documents
- Daily interactions with the teacher
- Reviews of certain documents (e.g., parent communication logs, sign-in sheets for PLCs, agendas and minutes from team meetings, teacher attendance records, etc.).
The Professional Expectations criteria reflect a core set of objective, measurable professional expectations for teachers.

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

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

- Classroom Observations
- Walkthroughs
- Student Work Products
- Student Grade Books
- Teacher’s Discipline File
- School Attendance Records
- Tutoring Logs
- Review of Lesson/Unit/Annual Planning
- Materials
- Communications with
  - Colleagues
  - Communications with Parents or Guardians
  - Peer Feedback
  - Interactions with the Teacher Outside of the Classroom
  - Professional Development Artifacts

- Documented through memorandum
- Shared with teacher within 10 working days from the event or receipt of notice.
Instructional Practice
Instructional Practice

What is Instructional Practice?

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

Where will appraisers look to assess Instructional Practice?

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

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

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

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

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

The Instructional Practice rubric requires that you observe the actions of the teacher and students. You may consider the following for sources of evidence:

- Classroom Observations
- Walkthroughs
- Review of Lesson/Unit/Annual Planning Materials
- Review of Student Work Samples
- Review of Student Assessment Data and Tracking Systems
- Direct Interactions with Students during an Observation
Conferences
Goal Setting/Summative Progress End of Year

Appraisers and teachers may request a conference at any time.
## Prior to the Goal Setting Conference

<table>
<thead>
<tr>
<th>Appraisers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schedule time with the teacher</td>
<td>• Reflect on his or her teaching practice to date and consider focus</td>
</tr>
<tr>
<td>• Review the teacher’s prior year’s</td>
<td>areas and professional targets <em>(recommended activity)</em></td>
</tr>
<tr>
<td>performance and any relevant student data</td>
<td>• Draft Individual Professional Development Plan Prepare to review</td>
</tr>
<tr>
<td>• Submit the teacher’s Measures Worksheet by</td>
<td>development plan and progress <em>(recommended activity)</em></td>
</tr>
<tr>
<td><strong>September 19, 2014</strong></td>
<td>• Acknowledge Measures Worksheet by <strong>October 6, 2014</strong></td>
</tr>
<tr>
<td>• Review teacher’s development plan and make</td>
<td></td>
</tr>
<tr>
<td>recommendations, as necessary</td>
<td></td>
</tr>
</tbody>
</table>
Development Plans
Types of Development Plans

**Individual Professional Development Plan (IPDP)**

- Must be created by 10/31/14
- Plan for teachers who are, overall, meeting performance expectations
- Applicable to teachers whose performance is not of specific concern to the appraiser
- Teacher drives the development of the plan in collaboration with appraiser
- Targets, focus areas, and activities are identified collaboratively

**Prescriptive Plan for Assistance (PPA)**

- Plan for teachers whose performance is of concern to his/her appraiser, due to poor performance
- Identifies specific areas and interventions for improvement
- Appraiser determines placement on a PPA and drives its development
- Targets, focus areas, and activities are identified by the appraiser
IPDP: A Meaningful Development Tool

- Teachers use rubric-aligned evidence to identify relevant development areas and professional development activities that further student learning.

- Appraisers align instructional practice feedback to development areas.

- Appraisers and teachers frequently reflect on progress toward development areas and adjust development activities, as necessary.
Implications of Using the IPDP as a Meaningful Development Tool

- Improves the teachers’ development experience by ensuring development plans are revisited, supported, and acted upon by appraisers throughout the year.
- Provides teachers with the opportunity to reach their full potential.
- Ensures that our students learn, by providing teachers with professional learning opportunities in areas where they need to develop.
- Promotes a culture where professional learning and growth is valued and acted upon.
The Five Elements of the IPDP

Focus Area

Professional Learning Target

Teacher Activities

Supports to Achieve Professional Learning Target

Evidence of Accomplishment

Where are the teacher’s growth areas?

What can the teacher do to grow?

How will we know that growth has occurred?
IPDP Partner Reflection

With a partner discuss the following:

- How will you use the IPDP as a growth and development tool?
- What are two (2) ways that you can ensure the IPDP is at the forefront of your conversations with your appraiser?
Student Performance
Student Performance

What is Student Performance?
Student Performance (SP) accounts for how much teachers help students learn. SP measures the *outputs* of a teacher’s efforts in Instructional Practice and Professional Expectations.

How will Student Performance be assessed?
Depending on what they teach, teachers will have any combination of 3 types of SP measures:
- Value-Added Growth
- Comparative Growth
- Student Progress (max. 2)

“Any performance evaluation should consider a person's most important responsibilities, and our primary responsibility as teachers is helping our students learn. Simply put, there is no teaching without learning.”

- Houston Chronicle op-ed, 4/12/11, submitted by HISD teachers

Note: Pre-K teachers will have one Student Attainment measure in addition to Student Progress measures.
Student Performance Measures

**Value-Added**

**Comparative Growth**

**Student Progress** - includes:

- District-Wide Assessments
- Pre-Approved District Assessments
- Appraiser-Approved Assessments
HISD
Becoming #GreatAllOver

Appraisal and Development Timeline

8/25/14 – 5/28/15: Conduct informal walkthroughs with written feedback
9/16/14 – 5/28/15 (and 15 working days after the update or initial training): Conduct at least two 10 minute formal walkthroughs and at least two 30 minute formal observations with written feedback
Late hires on or after 2/6/15: Receive at least four informal walkthroughs with written feedback

Create Development Plan (IPDP or PPA)
Amend, revise and review throughout the year, as necessary
10/31/14: IPDP Deadline

Goal-Setting Conference; Annual Summative Ratings
10/31/14
When available

Fall Staff Review
11/3-10/14

Spring Check In
2/2-9/15

Fall Staff Review
11/3-10/14

Spring Check In
2/2-9/15

End of Year Conference; Request for Second Appraiser Review
4/10/15-Deadline to submit to teacher
4/20/15 Conference deadline
Within 10 working days

Measures Worksheets
- 9/19/14 Submitted to Teacher
- 10/6/14Acknowledged by Teacher

Goals
- Worksheets/Assessments Completed

Results Worksheets
- Submitted to Appraiser
- Acknowledged by Appraiser
Know where to access the Student Performance technology tool.

Your **User Id** is the same as your HISD Network ID.

Your **Password** is the same as the HISD Network password you use when you log on to your computer.

http://www.houstonisd.org/Page/75040
Student Performance Measures

Value-Added

Comparative Growth

Student Progress, includes:

- District-Wide Assessments
- Pre-Approved District Assessments
- Appraiser-Approved Assessments
For more information on Value-Added and Comparative Growth, visit the ASPIRE portal.
What courses will Value-Added apply to?

Educator Value-Added Assessment System (EVAAS), calculated by SAS EVAAS, is used in grades and subjects or courses with specific cumulative, standardized assessments:

**STAAR EOYs**
- Grades 3-8 Reading
- Grades 3-8 Math
- Grades 5 & 8 Science
- Grade 8 Social Studies

**Iowa/Logramos**
- Grades 3-8 Language
- Grades 4, 6, 7 Science
- Grades 4-7 Social Studies

**STAAR EOCs**
- English I and II
- Algebra I
- Biology
- US History
Measures of Student Learning

Value-Added

Comparative Growth

Student Progress, includes:

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments
What courses does Comparative Growth apply to?

**TELPAS**
(English language proficiency assessment for ELLs)

- Grades 3-8 Reading

*Note: TELPAS is used as a Student Progress measure in Grades K-2 and 9-12.*

**Iowa/Logramos**
(Norm-referenced assessment)

- Grades 2-8 Reading
- Grades 2-8 Math
- Grade 2 Language
- Grades 5 & 8 Science
- Grade 8 Social Studies
- Special Education courses where Iowa is administered
Student Performance Measures

Value-Added

Comparative Growth

Student Progress, includes:

- District-Wide Assessments
- Pre-Approved District Assessments
- Appraiser-Approved Assessments
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- Goals
- Worksheets/Assessments Completed

9/19/14 Submitted to Teacher
10/6/14 Acknowledged by Teacher
10/31/14: Yr
10/20/14: A
2/6/15: B

Results Worksheets
- Submitted to Appraiser
- Acknowledged by Appraiser

12/12/14: A
5/28/15: Yr/B
12/19/14: A
5/29/15: Yr/B

12/14/14: B
What courses does Student Progress apply to?

Student Progress measures include:

- District-Wide Assessments
- Pre-Approved District Assessments
- Appraiser-Approved Assessments
## District-Wide Assessments

<table>
<thead>
<tr>
<th>STAAR-Accommodated</th>
<th>District-Wide Assessments</th>
<th>Other Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Special Education</td>
<td>• Early Childhood</td>
<td>• Iowa/Logramos</td>
</tr>
<tr>
<td>students only)</td>
<td>assessment for 4 year-olds</td>
<td>Grade 1 Reading, Language, and Math</td>
</tr>
<tr>
<td>• STAAR EOY grades/subjects</td>
<td>• Early Childhood</td>
<td>Grade 3 Science and Social Studies</td>
</tr>
<tr>
<td>• STAAR EOC courses</td>
<td>assessment for 4 year-olds</td>
<td>• TELPAS (ELLs, Grades K-2, 9-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Advanced Placement (AP) and International Baccalaureate (IB) exams, all subjects</td>
</tr>
</tbody>
</table>

These assessments are **required** by the district.
# Pre-Approved Assessments

## Elementary
- Kindergarten Reading
- Kindergarten Writing
- Kindergarten Math
- Grade 3 Phys. Ed.
- Grade 4 Science
- Grade 4 Social Studies
- Grade 5 Social Studies
- Grade 5 Phys. Ed.

## Middle
- Grade 6 Science
- Grade 7 Science
- Grade 6 Social Studies
- Grade 7 Social Studies
- Spanish 7 (1A)
- Spanish 8 (1B)
- French 7 (1A)
- French 8 (1B)
- Grade 8 Physical Education

## High
- English I (Regular)
- English II (Regular)
- Algebra I (Regular)
- Biology (Regular)
- U.S History (Regular)
- French I
- Spanish I
- Spanish II
- French II
- Health
- Government
- Economics
- Grade 9 Foundations of Personal Fitness
- Individual Sports
- Team Sports

These assessments are **required** by the district.
Appraiser-Approved Assessments

**What are appraiser-approved assessments?**

Assessments that are:

- Purchased as part of the school curriculum
- Identified, compiled or developed by a team of teachers
- Identified, compiled or developed by an individual teacher

**Which teachers will have appraiser-approved assessments?**

Teachers who have been assigned a course with a Student Progress measure that:

- Do not have a district-wide assessment or pre-approved district assessment available
- Includes most enrichment (fine arts, some P.E.) teachers
## The Student Progress Process

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Identify and/or develop the appropriate assessment or work product for a course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Use student data to determine students’ level of preparedness.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Set goals for student learning.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Determine whether students met goals.</td>
</tr>
</tbody>
</table>

**Beginning of the Year or Course**

**End of the Year or Course**
Step 1: Identify and/or develop the appropriate assessment or work product for a course.

District-Wide Assessments

Pre-Approved District Assessments

Appraiser-Approved Assessments
Step 2: Use student data to determine students’ levels of preparedness

The Student Progress process is similar to how we generally diagnose our students’ levels of preparedness: we look at various sources of evidence to determine what students know and can do.

**Sources of Evidence**

- Prior student assessment data
- Diagnostic assessments
- Student observations, where appropriate
- Student grades, where appropriate

<table>
<thead>
<tr>
<th>Starting Point Category</th>
<th>At the beginning of the course students have mastered . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>all prerequisite objectives for the specific course/grade and some course/grade objectives</td>
</tr>
<tr>
<td>3</td>
<td>the vast majority of the prerequisite objectives for the specific course/grade</td>
</tr>
<tr>
<td>2</td>
<td>some but not all prerequisite objectives for the specific course/grade</td>
</tr>
<tr>
<td>1</td>
<td>few prerequisite objectives for the specific course/grade</td>
</tr>
</tbody>
</table>
Step 3: Set goals for student learning

*District-Wide Assessments*

*District-wide assessments* have pre-established goals that pre-populate in the Student Performance tool once starting points are selected by the teacher.

**Exception**: Teachers with courses assigned STAAR-Accommodated available must set goals.

**EXAMPLES (TARGETS SUBJECT TO UPDATE FOR SY 14-15):**

<table>
<thead>
<tr>
<th>Grade 1 Logramos Math</th>
<th>Grade 3 Iowa Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starting Point Category</strong></td>
<td><strong>Target NCE</strong></td>
</tr>
<tr>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>79</td>
</tr>
<tr>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>1</td>
<td>42</td>
</tr>
</tbody>
</table>
Step 3: Set goals for student learning

**Pre-Approved District Assessments & Appraiser-Approved Assessments**

Teachers must set goals for each student starting point category for courses assigned a *pre-approved district assessment* or *appraiser-approved assessment*. Goal-setting relies on the professional judgment of the teacher and appraiser. Students’ goals must be **ambitious and feasible**.

### Example 1

<table>
<thead>
<tr>
<th>Starting Point Category</th>
<th>Goal Score on Pre-Approved Assessment (100 pt. scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>1</td>
<td>70</td>
</tr>
</tbody>
</table>

### Example 2

<table>
<thead>
<tr>
<th>Starting Point Category</th>
<th>Goal Score on Appraiser-Approved Assessment (Rubric 1-6 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Guidance on setting student starting points and goals is available online in the Student Performance Guidebook.
Step 4: Determine whether students met goals

At the end of the year or course students will complete the summative assessment.

*Teachers* complete and review the Results Worksheet and submit to their appraiser.

*For courses with district-wide assessments*: students’ assessment score will be automatically entered in the Score column.

*For courses with pre-approved district assessments* and *appraiser-approved assessments*: teacher will enter students’ assessment score.

The Student Performance online tool then determines if each student met his or her goal.
**Activity**

Follow along as I explain how the rubric applies to Ms. Blue, a third grade teacher who teaches a 3rd grade Social Studies course with 30 students.

<table>
<thead>
<tr>
<th>Student Starting Point Category</th>
<th># of Students Who Met Goal</th>
<th># of Students Who Did Not Meet Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>Percent</td>
<td>73% of students met Goal</td>
<td>27% of students did not meet goal</td>
</tr>
</tbody>
</table>

Ms. Blue’s Student Progress performance level on this measure is a “3.”
A teacher’s performance level is determined by the percentage of students who meet or exceed their goal, among other factors, as articulated in the Student Progress rubric.

### Students’ Progress Teacher Performance Level Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teacher did not use appraiser-approved assessment/tasks; or</td>
<td>• Teacher used an appraiser-approved assessment; and</td>
<td>• Teacher used an appraiser-approved assessment; and</td>
<td>• Teacher used an appraiser-approved assessment; and</td>
</tr>
<tr>
<td></td>
<td>• Some students' starting points were not approved by the appraiser; or</td>
<td>• Students' starting points were approved by the appraiser; and</td>
<td>• Students' starting points were approved by the appraiser; and</td>
<td>• Students' starting points were approved by the appraiser; and</td>
</tr>
<tr>
<td></td>
<td>• Goals were not set for some students; or</td>
<td>• Goals were set for students; and</td>
<td>• Goals were set for students; and</td>
<td>• Goals were set for students; and</td>
</tr>
<tr>
<td></td>
<td>• The assessment/tasks were not accurately scored; or</td>
<td>• The assessment/tasks were accurately scored; and</td>
<td>• The assessment/tasks were accurately scored; and</td>
<td>• The assessment/tasks were accurately scored; and</td>
</tr>
<tr>
<td></td>
<td>• Significant evidence does not support the student progress claims; or</td>
<td>• Evidence supports the student progress claims; and</td>
<td>• Evidence supports the student progress claims; and</td>
<td>• Evidence supports the student progress claims; and</td>
</tr>
<tr>
<td></td>
<td>• Less than 50% of the students met goals**</td>
<td>• 50 to 59% (most) of the students met goals or otherwise made ambitious and feasible progress</td>
<td>• 60 to 84% (the vast majority) of the students met goals or otherwise made ambitious and feasible progress</td>
<td>• 85%+ (nearly all) of the students met goals or otherwise made ambitious and feasible progress</td>
</tr>
</tbody>
</table>

**Percentage of students meeting goals or otherwise making ambitious and feasible progress**

**Compliance with the Student Progress process**
The Student Progress Process is carried out in the Goals Worksheet in the SP online tool. These steps apply **ONLY** to teachers with Student Progress measures.

1. **TEACHER** logs into the Student Performance Tool
2. **TEACHER** navigates to the Goals Worksheet
3. **TEACHER** identifies an assessment for the course
4. **TEACHER** sets student starting points
5. **TEACHER** sets student goals
6. **TEACHER** submits the worksheet to the appraiser
7. **APPRAISER** approves the worksheet (if no changes are required)
Summative Appraisal Ratings Calculation
Summative Appraisal Ratings weights for each TADS component: 2014-2015 School Year

- 50% Instructional Practice
- 30% Student Performance
- 20% Professional Expectations

These weights will apply to ALL teachers.
Weights for Student Performance measures within the Student Performance rating depend on the teacher’s measure combinations.

<table>
<thead>
<tr>
<th>Measure Weights</th>
<th>Measure Combinations</th>
<th>VA + CG</th>
<th>VA + CG + Student Progress</th>
<th>CG + Student Progress</th>
<th>CG Only</th>
<th>VA + Student Progress</th>
<th>Student Progress Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Value-Added</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value-Added</td>
<td></td>
<td>20%</td>
<td>15%</td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Comparative Growth</td>
<td></td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Progress</td>
<td></td>
<td>5%</td>
<td>10%</td>
<td></td>
<td></td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>Student Performance</td>
<td></td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>
After weights are applied to final IP, PE, and SP ratings for SY 2014-15, score ranges convert to summative appraisal ratings.

<table>
<thead>
<tr>
<th>Summative Appraisal Rating</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective (HE)</td>
<td>3.5 – 4.0</td>
</tr>
<tr>
<td>Effective (E)</td>
<td>2.5 – 3.4</td>
</tr>
<tr>
<td>Needs Improvement (NI)</td>
<td>1.5 – 2.4</td>
</tr>
<tr>
<td>Ineffective (IE)</td>
<td>1.0 – 1.4</td>
</tr>
</tbody>
</table>
Professional Support and Development
Resource 1: PSD Website (www.houstonisdpsd.org)
Conclusion & Reflections

3-2-1 Activity- Write down

3 new things you learned
2 questions you have
1 goal for you as a teacher for this upcoming school year.