

Midland Independent School District



Midland Independent School District

2023 - 2024

APPRAISAL MANUAL

MISSION: All students will graduate prepared and ready for college or career.

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MIDLAND INDEPENDENT SCHOOL DISTRICT APPRAISAL MANUAL

State law (SB1) required the Commissioner of Education to develop a teacher appraisal system based on “observable, job-related behavior -- including the teacher’s implementation of discipline management procedures and the performance of the teacher’s students.” The appraisal system that Midland ISD uses is the Texas Teacher Evaluation and Support System (T-TESS).

Each teacher may go online to [teachfortexas.org](https://www.teachfortexas.org) and read the comprehensive appraisal system manual provided by the Texas Education Agency that explains the appraisal process adopted by the State Board of Education. This document provides teachers with a detailed explanation of the overall process. It includes forms, procedures and statutory requirements that will be utilized on a statewide basis in order to ensure consistency in the procedures involved in the rating of teacher/student performance.

The Midland Independent School District Appraisal Manual is designed to explain the specific local policies and procedures which MISD will utilize in the implementation of the Texas Teacher Evaluation and Support System for the current school year. Teachers and administrators should refer to both the law and the TEA rule as well as this MISD Manual to ensure a complete understanding of T-TESS.

The MISD appraisal will be used for the following purposes:

- Providing teachers with feedback about their performance, such as strengths and areas needing growth
- Providing teachers assistance with areas in which improvement is needed
- Generating information considered in making contract renewal decisions

The ultimate outcome of the MISD teacher appraisal is intended to maximize student learning by providing quality teaching.

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Texas Teacher Evaluation and Support System (T-TESS)

All T-TESS rules may be found under TAC Chapter 150 which are the Commissioner's Rules Concerning Educator Appraisal. Additional information may be found at MISD Policy, DNA Legal and DNA Local, MISD Administrative Regulations. The link for the full text of Chapter 150 can be found below:

<https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-150>

§150.1003. Appraisals, Data Sources, and Conferences

MISD PROBATIONARY TEACHERS

MISD teachers with less than five years of previous teaching experience are considered probationary the first three consecutive years of employment with the district. MISD teachers with a minimum of five years of teaching experience within the last eight years are considered probationary during the first year of employment with the district.

MISD WALKTHROUGHS

Walkthroughs shall be conducted throughout the year. Walkthroughs are typically brief, nonscheduled, informal observations. Walkthroughs may begin following the teachers' TTESS orientation. Each teacher must have walkthroughs as a component of the T-TESS Appraisal process. Appraisers may use the Instruction Focus Visit Form which is located in Eduphoria.

MISD ADDITIONAL APPRAISERS

An assigned appraiser may utilize informal observations by additional appraisers or district instructional personnel to provide additional cumulative data and/or to provide help with content. These observations may be scheduled or unscheduled.

MISD DEPARTMENT CHAIRPERSON

At the secondary level, all departmental chairpersons will continue to observe teachers and work with them on instructional improvement and curriculum implementation. Departmental chairpersons may use the Instruction Focus Visit Form which is located in Eduphoria. These IFV forms may be used by the chairpersons for cumulative data.

GOAL SETTING AND PROFESSIONAL DEVELOPMENT PLANS

At the beginning of the year, all teachers will engage in professional goal setting and planning for professional development with their appraiser. The teacher and appraiser will review, revise, and/or complete the Professional Development Plan to identify professional goals for continuous growth and establish a professional development plan to affirm, challenge and enhance practices which facilitate goal attainment.

In a year in which a teacher does not receive a full appraisal as permitted by state law and within the criteria established by Board policy DNA(LOCAL), a teacher will participate in the following:

1. The Goal Setting and Professional Development Plan process that shall be:
 - submitted to the teacher's appraiser within the first six weeks from the day of completion of
 - a. T-TESS 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. The performance of teacher's students is defined as how the individual teacher's students' progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by student learning objectives (SLOs).
3. A modified end-of-year conference that addresses:
 - a. the progress on the Goal Setting and Professional Development Plan
 - b. the performance of the teacher's students; and
 - c. the following year's Goal Setting and Professional Development Plan

The goals, SLOs, and Professional Development plan must be approved by the appraiser and will be maintained in the District's learning management system (Eduphoria/Strive).

STUDENT LEARNING OBJECTIVES

Student Learning Objectives, or SLOs, are long-term student growth goals, set by teachers and administrators to help plan instruction and direct student learning throughout the year. Setting learning goals and measuring student progress allows educators to understand

their students' strengths and to support student academic achievement through backwards planning. Furthermore, SLOs purposefully align to instruction and guide students toward a common vision of success. All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser at the beginning of the year. Teachers will document their progress toward achieving SLO goals throughout the year in Eduphoria/Strive.

MISD PRE-OBSERVATION CONFERENCE

A pre-conference is required prior to a teacher's scheduled full appraisal (Form B). The conference is diagnostic and prescriptive in nature. It should provide the teacher with an opportunity to share his/her thought process in developing the lesson/plan and provide additional details about the upcoming observation. The appraiser can clarify expectations for teacher and student performance. The pre-conference also allows the appraiser to ask pertinent questions about the lesson observation and criteria that may not be directly observable.

MISD SCHEDULED OBSERVATION

The assigned appraiser will schedule the formal observation seven (7) school days prior to the date of the observation. An appraiser may also conduct an unannounced appraisal with the teacher observed. 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.

MISD POST- OBSERVATION CONFERENCE

Following each formal appraisal, an MISD appraiser must conduct a post-observation conference with the teacher observed (Form B). The conference is diagnostic and prescriptive in nature; it provides opportunities for teachers to reflect on their lessons with guidance and support from the appraiser. During the post-conference, the appraiser provides quality evidence and feedback, focusing on areas of reinforcement and refinement to enhance student learning. Post conferences should be held within 48 hours of the observation and must be held within 10 working days.

MISD END OF YEAR CONFERENCE

An end of year conference will be held to review and assess goals, professional development, and evidence and data collected throughout the current school year and previous school years, if available. During this conference, the teacher will determine if goals were met and the impact on professional practices and student performance.

This EOY Conference provides an opportunity for the appraiser and the teacher to summarize the year, to collect information that will provide evidence to score Domain 4 of the T-TESS Rubric, and to discuss next year's goal(s) and professional development plan. It is also an opportunity to celebrate successes and identify areas for continued learning to refine instructional practices.

The end of year conference must be conducted at least 15 days prior to the last day of instruction, as described in §150.1002(a)(4). Domain IV is not scored until after the end-of year conference.

CUMULATIVE DATA

As cumulative data might be used in other personnel decisions, it must be retained at the building/campus until the end of the next appraisal period.

Criteria for Effective Documentation and Evidence:

1. Dated - The action, activity, or occurrence is dated:
 - a. To indicate occurrence or the appraiser's awareness of the occurrence and
 - b. The date of teacher notification in accordance with rule and policy.
2. Factual/Specific - The action, activity, or occurrence is recorded in detail: who, what, when, and where
3. Explicit - The action, activity, or occurrence must be explicitly related to the rubric and dimension impacted.
 - a. NOTE: The documentation MUST be shared in writing with the teacher within 10 working days.
4. Behavioral - The action, activity, or occurrence must be observable behaviors and not the feelings or hunches of the appraiser.
5. Valid - The action, activity, or occurrence must carry the testimony of either the appraiser or a reliable other party validated by the appraiser, including documentation from the teacher.

MISD CONSECUTIVE 45-MINUTE WAIVER

If a "consecutive 45-minute waiver" is agreed upon, it must be established prior to the teacher's evaluation (Form D). Once an evaluation segment under this waiver has been done, all subsequent segments must be completed within seven working days. Only one evaluation form will be completed for all segments. If the waiver agreement has not been previously established, and an appraiser chooses or is required to leave the classroom before the required 45 minutes has elapsed, the visit cannot be used as a segment of a formal appraisal observation and must be repeated. However, the portion of instruction observed may result in cumulative data, which will be shared with the teacher.

MISD TEACHER REQUEST FOR SECOND APPRAISAL

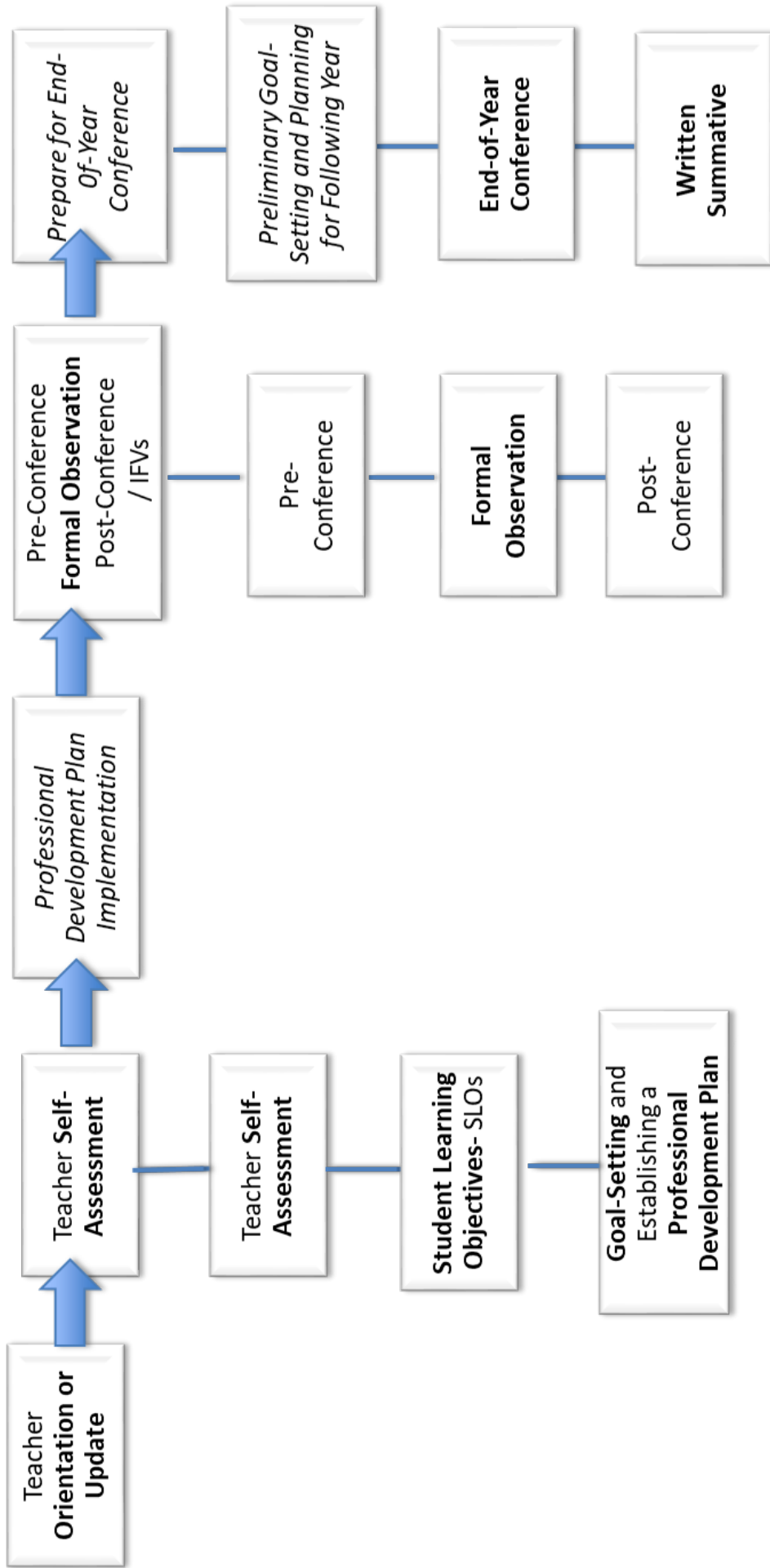
Requests for an additional evaluation by a different appraiser **must** be made in writing by the teacher to the HRS Director within 10 working days of the teacher's receipt of the written evaluation report. (MISD Form F). The second appraiser will be chosen by the Human Resources Director and the second appraiser will schedule and conduct the observation as soon as possible. The scores resulting from the second appraisal will be compared with the assigned appraiser's report by using preponderance of evidence to produce the teacher's final written observation report.

§150.1004. Teacher Response and Appeals.

MISD EMPLOYEE COMPLAINTS / GRIEVANCES

Teachers who are interested in pursuing the grievance process should consult MISD Board Policy DGBA and must observe all deadlines as specified in the policy.

T-TESS OVERVIEW



T-TESS Annual Appraisal Process Timeline

| Current Year | | Next Year |
|--|--|--|
| Weeks 1-6 | Weeks 6 through End-of-Year Conferences | Weeks 1-6 |
| <p>Teacher Orientation (No later than the first three weeks of school and at least two weeks before the first observation)</p> <p>Goal-Setting and Professional Development (GSPD) Plan</p> <ul style="list-style-type: none"> - Submitted to the appraiser for approval within six weeks from the day of completion of the orientation. - A GSPD Conference is required for a teacher in the first year of appraisal under T-TESS and teachers new to the district. | <p>Teacher Orientation for Late Hires</p> <p>Goal-Setting and Professional Development Plan for Late Hires</p> <ul style="list-style-type: none"> - Submitted to the appraiser within six weeks from the day of the completion of the orientation. <p>Ongoing review of teacher and student data</p> <p>Ongoing review of the GSPD plan to formatively assess progress towards goals, professional development impact, and teacher and student performance</p> <p>Ongoing collection of evidence to support Domain IV</p> <ul style="list-style-type: none"> - Teacher and appraiser | <p>Teacher Orientation for teachers new to T-TESS, the district, and when district policy has changed from the last orientation. (No later than the first three weeks of school and at least two weeks before the first observation)</p> <p>Goal-Setting and Professional Development (GSPD) Plan</p> <ul style="list-style-type: none"> - Returning teachers review the goal(s) established at the EOY Conference to determine if changes are needed, and submit within first six weeks of instruction. - New teachers are guided through the GSPD process to self-assess, develop goals, and establish a professional development plan, then submit within six weeks of the orientation. |
| | At Least 15 Days Prior to the Last Day of Instruction | |
| | <p>End-of-Year Conferences</p> <ul style="list-style-type: none"> - Review summative scores for Domains I, II and III - Review the data and evidence gathered throughout the appraisal year for Domain IV, including the teacher's evidence for this domain/dimensions - Review results of the performance of the teachers' students - Review potential goals and professional development plans for the next school year <p><i>Note: Domain 4 is not scored until after the teacher has been afforded an opportunity to present evidence related to each of the four dimensions during the end-of-year conference.</i></p> | |
| <p>Informal observations and walkthroughs with ongoing feedback to support and develop teacher practices</p> <p>Formal observation window established per local policy – Excludes/prohibits observations in the two weeks following the orientation</p> | | |

MISD T-TESS APPRAISAL TIMELINE 2023-2024

| T-TESS TRAINING (MANDATORY) | DUE DATES |
|--|--|
| Initial T-TESS Teacher Orientation Training for New Teachers: (New to the district and New to the profession) | July 27 – August 18, 2023 T-TESS Orientation - no later than August 18, 2023 |
| Initial T-TESS Teacher Orientation/Training for Late Hires: (New to the district and New to the profession) | Late Hires must receive T-TESS Orientation within three weeks from hire date and at least two weeks before the first formal observation. |
| T-TESS Refresher Training for Returning Teachers: (Only returning teachers who were previously T-TESS trained in MISD) | August 18, 2023 |
| SELF-ASSESSMENT AND GOAL SETTING AND PROFESSIONAL DEVELOPMENT PLAN | DUE DATE |
| Returning teachers review the goals established at the EOY conference to determine if changes are needed, and will submit new goals and plans in the GSPD Form in Strive. | September 22, 2023 |
| A Self-Assessment and Goal Setting Professional Development (GSPD) plan is required for all teachers in EDUPHORIA/Strive. A GSPD Conference is required to review the Self-Assessment and Goal Setting form at the beginning of the instructional year. | September 22, 2023 (<i>end of the 1st six weeks</i>) |
| OBSERVATION(S)/ WALKTHROUGHS | DUE DATE |
| Instructional Focus Visit (IFV) “Walkthroughs” | Begin 1st day of school |
| Announced Formal Observations may begin two weeks after T-TESS Orientation. | Announced seven school days prior to the observation date. |
| Formal Observations may begin two weeks after T-TESS Orientation. | Announced seven school days prior to the observation date. April 19, 2024 |
| Pre-Conference | A pre-conference MUST be conducted within seven days prior to formal observations. |
| Post-Conference | An in-person post-conference MUST be conducted within ten days of the observation. |
| WRITTEN SUMMATIVE AND END OF YEAR CONFERENCE | DUE DATE |
| End of Year Conference Window (10 days prior to the summative deadline) GSPD deadline to submit evidence to support summative appraisal (review goals, student performance data, and other teacher performance outcomes) – DOMAIN IV | April 22, 2024 |
| Written Summative Annual Appraisal Report Policy 150.1003. (h) (15 days prior to the last day of instruction) The written summative annual appraisal document (teacher evaluation) shall be shared with the teacher within 10 working days following the conclusion of the EOY conference. | May 3, 2024 |
| Last day of instruction | May 24, 2024 |
| Reminder – All nonrenewal recommendations should be finalized before February 9, 2024. | |

T-PESS Appraisal Timeline 2023-2024

| | |
|--|--|
| School Site Visits/Informal Assessment | August 9, 2023 - May 24, 2024 |
| T-PESS Orientation | |
| T-PESS Orientation & Refresher Window | July 17, 2023 - August 18, 2023 |
| T-PESS Orientation – Late Hires | Late Hires must receive T-PESS Orientation within three weeks from hire date |
| Self-Assessment & Goal-Setting Period | |
| Self-Assessment Goal Setting & BOY Goal Setting | August 21, 2023 – September 29, 2023 (Must be submitted prior to BOY Goal Setting Conference) |
| Self-Assessment Goal Setting & BOY Goal Setting – Late Hires | Within 3 weeks from the date of Orientation |
| Beginning of Year Goal Setting Conference | |
| BOY Goal Setting/Refinement Conference | Due September 29, 2023 |
| BOY Goal Setting/Refinement Conference – Late Hires | Within 5 weeks from the date of orientation |
| Mid-Year Progress Period | |
| Mid-year Progress Meeting | November 27, 2023 - January 19, 2024 |
| Mid-Year Progress Toward Goal Attainment Form | Due January 19, 2024 |
| End-of-Year Procedures | |
| Artifacts and Evidence Identification and Collection | Due April 19, 2024 |
| End-of-Year Performance Discussion | April 19 - May 17, 2024 |
| Final Evaluation and Goal Setting Meeting | June 21, 2024 |

Non T-TESS & T-PESS Appraisal Timeline 2023-2024

| Initial Procedures | |
|--|----------------|
| <ul style="list-style-type: none"> • Orientation at beginning of evaluation period -Review appraisal form and set expectations/goals • Late hires must receive orientation within three weeks from hire date. • Each Supervisor verifies the staff list for the department. • Appraisals are assigned to Professional/Support/Auxiliary Personnel in TalentED PERFORM • Follow up/Mid-Year Conferences (optional or as needed) | August-January |
| TalentED PERFORM Training | |
| Online training recorded for Principals/Supervisors on how to complete appraisals for Professional/Support/Auxiliary Personnel | September |
| Appraisal Window | |
| <ul style="list-style-type: none"> • Supervisor completes appraisals for Professional/Support/Auxiliary Personnel in TalentED PERFORM • Supervisor schedules appraisal meeting date/time to discuss and review appraisal for Professional/Support/Auxiliary Personnel • Employee receives a copy of appraisal • Supervisor/Employee meeting is held to discuss employee's self assessment, performance, and goal setting • Supervisor electronically signs the appraisal in TalentED PERFORM • Employee electronically signs the appraisal in TalentED PERFORM | March – June |
| Reasonable Assurance Notification | |
| Letters of Reasonable Assurance issued in TalentED RECORDS | May |
| End of Year/ Last Work Day | |
| Appraisal for Support/Auxiliary Personnel due | May 1 |
| Appraisal for Professional Personnel due | June 3 |
| All appraisals must be completed prior to the last calendar work day. | |

RESOURCES

- Teach for Texas.....<https://teachfortexas.org>
- Texas Education Agency, SLO Information.....<https://texasslo.org>
- Region 11 Education Service Center.....<http://www.esc11.net>
- Region 13 Education Service Center.....<http://www.esc13.net>
- Texas Education Agency, Chapter 150<http://ritter.tea.state.tx.us/rules/tac/chapter150>

SCHEDULED FORMAL OBSERVATION ANNOUNCEMENT

(for use by appraisers, may be duplicated or used as an email template)

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 student outcomes
- Other: _____
- Other: _____

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.

SCHEDULED PRE-OBSERVATION CONFERENCE ANNOUNCEMENT

(for use by appraisers, may be duplicated or used as an email template)

To: (Teacher) _____

From: (Appraiser) _____

Date: _____

Subject: Pre-Observation Conference Date & Schedule Formal Observation

Before I enter your class for the scheduled observation, we will need to have a pre-observation conference. The purpose of the pre-conference is to provide a two-way conversation to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-observation conference will be held on:

_____ at _____.
(date) (time) (place)

(appraiser signature) (date)

**

SCHEDULED POST-OBSERVATION CONFERENCE ANNOUNCEMENT

(for use by appraisers, may be duplicated or used as an email template)

To: (Teacher) _____

From: (Appraiser) _____

Date: _____

Subject: Post-Observation Conference Date & Schedule Formal Observation

After completing a formal observation, we will need to have a post-observation conference. The purpose of the post-conference is to provide teachers opportunities to self-reflect on the execution of their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation, including the impact on student performance. Results are used to inform and guide the teacher’s future practices and growth. The post-conference allows the teacher to reflect on an area of reinforcement and an area of refinement. The post-observation conference will be held on:

_____ at _____.
(date) (time) (place)

(appraiser signature) (date)

Form B (SCHEDULED PRE / POST-OBSERVATION CONFERENCE ANNOUNCEMENT)

WAIVER OF CONSECUTIVE MINUTES FOR OBSERVATION

We agree to waive the requirement for a consecutive forty-five-minute formal observation. The observation may be conducted over several shorter time periods of no less than fifteen minutes, with the total combined time segments to equal no less than 45 minutes. All observation must be completed within seven (7) working days of the first visit.

Teacher's name (print): _____

Campus: _____

Teaching Assignment: _____

Teacher's Signature: _____ Date: _____

Principal name (print): _____

Principal's signature: _____ Date: _____

RESCHEDULING ANNOUNCED FORMAL OBSERVATION

(for use by appraisers, may be duplicated or used as an email template)

To: _____

From: _____

Date: _____

Subject: Request to Reschedule Formal 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)

(Signature)

TEACHER REQUEST FOR SECOND APPRAISAL

To: HR Director of Certified Personnel

From: _____

Date: _____

Subject: Teacher Request for Second Appraisal

Campus: _____

Grade Level: _____ Content Area: _____

I disagree with my formal observation appraisal OR Rating on Domain IV which I received on _____ (Post-observation Conference Date / Written Summative Annual Appraisal Date).

I am requesting that a second appraiser be assigned to conduct a second formal observation of me OR review the data and evidence gathered throughout the appraisal year for Domain IV.

On a separate page, please describe Domains I, II, III OR Domain IV discrepancy, and reason/evidence of disagreement:

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 or written summative annual appraisal date**, during which time I may make this request.

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

(Requesting Teacher Signature)

(Assigned Appraiser Signature)

| |
|----------------------------------|
| For CO use only |
| Date Received: _____ |
| Assigned Second Appraiser: _____ |
| |

SCHEDULED END OF YEAR CONFERENCE ANNOUNCEMENT

(for use by appraisers, may be duplicated or used as an email template)

To: (Teacher) _____

From: (Appraiser) _____

Date: _____

Subject: End of Year Conference

Please return this memo with some suggested dates and times for our End of year conference by May 5, 2023.

| | |
|-------|-------|
| _____ | _____ |
| Date | Time |
| _____ | _____ |
| Date | Time |
| _____ | _____ |
| Date | Time |

In our conference, we will discuss:

- Review final observation data for Domain I: Planning, Domain II: Instruction Domain III: Learning Environment
- Review teacher/student impact data
- Share and discuss evidence for Domain 4, including attainment of goal(s) and follow through with activities from the Goal-Setting and Professional Development Plan
- Commend professional progress/ area of reinforcement and identify an area of refinement ● Discuss new goal(s) and professional development activities (Update/Approve in EDUPHORIA/STRIVE)
- Other: _____
- Other: _____

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.