

Purpose

The purpose of the Teacher Excellence Initiative (TEI) is to:

1. Define and assess teacher excellence through a fair, accurate, and rigorous evaluation system;
2. Provide a framework for administrators and central office staff to develop and support excellence in teaching; and
3. Reward excellent teachers through a merit-based compensation system.

The system is based on a continuous improvement model and will be modified and improved over time.

Process and Design Components

Teachers will be evaluated annually in accordance with the District's locally developed evaluation system written in compliance with Texas state law (TEC 21.351, 21.352, 21.353). TEI evaluations are based on a teacher's performance, student achievement, and student perceptions as follows.

Evaluation System Training for Teachers and Evaluators

Each teacher, including an employee who transfers into a teacher position, will receive teacher evaluation training within 15 instructional days from the hire date.

Returning teachers will receive an annual update training no later than the 15th day of instruction during the school year.

Each evaluator, including an employee who transfers into an administrator position, will participate in evaluator certification training within 30 instructional days from the hire date.

Returning administrators will receive annual update training no later than the 30th day of instruction during the school year.

Any observations conducted prior to the evaluator being certified will not count as part of the teacher's evaluation.

Presentation of School Action Plan

The principal or designee will communicate school goals, as provided for in the School Action Plan, to all campus faculty members to aid in goal setting for teacher Professional Development Plans (PDPs). School goals should be communicated to teachers, in writing, within 15 instructional days from the hire date.

Goal-Setting Conference

Each teacher will participate in a goal-setting conference by October 1 of each year. Late hires and employees transferring into teacher positions after October 1 will participate in a goal-setting conference within 15 instructional days from the hire or transfer date. During the goal-setting conference, the teacher and primary evaluator will discuss and develop the teacher's Student Learning Objectives (SLOs) and PDP.

Student Learning Objectives

SLOs are student achievement measures on which a teacher and his or her evaluator agree regarding student growth goals. Each teacher will develop draft SLOs prior to the goal-setting conference. If possible, the teacher and primary evaluator should agree on SLOs at the conference. Each teacher has the responsibility of working towards the agreed upon SLOs. The evaluator will provide the teacher with feedback throughout the school year by way of classroom observations and conferences with the teacher concerning student performance. The evaluator rates the goal accomplishment after a reasonable period of time to allow the teacher sufficient opportunity to accomplish the goals no later than the end of the school year.

Individual Professional Development Plan

Each teacher will complete an individual PDP during the goal-setting period.

Intervention Plan

When there are concerns about a teacher's performance, an Intervention Plan (IP) will be developed. The IP will reference the relevant domain(s)/indicator(s) from the performance rubric, identify appropriate performance-improvement activities, and indicate evidence of success used to determine successful completion of the intervention plan with defined timelines.

Spot Observations

Frequent spot observations serve the dual purpose of providing teachers with regular feedback to support growth and ensuring more accurate summative evaluations.

The following guidelines will apply:

- A teacher's prior year TEI effectiveness level will determine how many spot observations are conducted annually. A teacher without a prior year effectiveness level or a teacher rated Progressing II or below will receive a minimum of six spot observations annually. Teachers who receive an effectiveness level of Proficient I will receive a minimum of four spot observations. Teachers who are new to the District, who will undergo Distinguished Teacher Review (DTR) in their first year, will receive a minimum of four spot observations. Distinguished teachers (Proficient II and above) require a minimum of two spot observations. The minimum number of spots will be evaluated yearly, with input from school leadership, the Superintendent, and TEI campus experts.
- Each spot observation is typically ten to 15 minutes. While the minimum is ten minutes, evaluators may observe longer to gain additional perspective.

- Spot observations from the teacher's primary evaluator and any other certified evaluators count toward the required number of spot observations for a teacher. In cases where there is more than one evaluator, the primary evaluator must conduct at least half the required number of spot observations each semester for the teachers assigned.
- Written feedback is provided electronically in the designated system after each spot observation within two working days. Face-to-face feedback conversations are also recommended but not required.
- For late hires, transfers, and employees on leave, the required number of spot observations will be prorated.

**Extended
Observation**

Each teacher receives a minimum of one extended observation, which consists of an unscheduled observation of at least 45 minutes or one complete lesson if less than 45 minutes. The extended observation provides the evaluator and teacher the opportunity to discuss a full lesson as follows:

- The primary evaluator will provide a ten-day window in which this observation will occur.
- The primary evaluator will conduct the extended observation.

Written feedback and a conference are required and will occur within ten working days of the extended observation.

**Informal
Observations and
Other Relevant
Information**

Evaluators may conduct informal observations or gather other information regarding a teacher's performance from other sources in order to provide teachers with constructive feedback to improve practice. Evaluators can observe teachers at any time, in any school setting, of any duration, and with any frequency deemed appropriate. Any observed actions, evidence, artifacts, or other information learned by the evaluator from other sources may inform a teacher's evaluation.

**Review of
Performance
Component**

The summative review of the performance component is completed before the end of the school year.

Each teacher will engage in a conference with his or her primary evaluator in which the performance component score is shared.

Evaluators may determine the performance component score and hold the summative conference after a minimum number of spot observations and the extended observation are conducted.

For teachers new to the District who are without prior year's evaluation data and who are eligible for a DTR, the performance component score may be determined, and the summative conference

may be held after a minimum of two spot observations and the extended observation are conducted in order to allow for time to go through the DTR process. These DTR-eligible teachers will still receive a minimum of four spot observations by the end of the school year.

Evaluation Rating

Every teacher will receive a final score in each of the three components (or as many components as are available) in accordance with the following:

1. Teacher performance;
2. Student achievement; and
3. Student perceptions.

All teachers will be placed into one of four categories: A, B, C, or D. The weight of each of the above three components is dependent upon available and appropriate measures associated with each of the four categories as detailed in District guidelines.

The sum of all available components will be combined and a target distribution applied to produce an evaluation rating.

Each teacher will receive one of the following evaluation ratings:

- Unsatisfactory;
- Progressing I;
- Progressing II;
- Proficient I;
- Proficient II;
- Proficient III; or
- Exemplary.

**Timeline
Considerations**

Timelines are a critical part of an effective evaluation system. An evaluator will make every effort to comply with the timelines and requirements in order to execute a fair and meaningful evaluation process and to provide frequent feedback and opportunities for teachers to improve performance and enhance career goals. The following applies to timelines related to the evaluation process.

**Interrupted
Evaluation Process**

In the event that a required element of the evaluation process is interrupted due to Family and Medical Leave Act (FMLA) leave, or other approved leave of absence, the evaluation process will continue from the point of interruption and will be reset based on the cumulative total of actual days on duty. In such cases, the deadlines for completing any past evaluation activities will not apply, and

all activities will be completed within the time remaining in the evaluation period.

Missed Deadlines

In the event an evaluator misses a deadline, the evaluator will document the reason in a memorandum to the teacher, and a copy will be sent to the evaluator's supervisor. The evaluation process will continue. Missed deadlines will not affect the reliability, credibility, or usability of the evaluation.

Media Specialists / Librarians

Media specialists/librarians will be evaluated using the LPDAS instrument.

Evaluators

All teachers will be assigned a primary evaluator. The primary evaluator will be the teacher's primary evaluator for the entire evaluation year unless there are extenuating circumstances. Evaluators will be school-based administrators, individuals specifically designated by their campus principal, or other individuals who have undergone the requisite evaluator training and certification provided by the District. All evaluators must have successfully completed certification training.

Rebuttal to an Evaluation

A teacher may submit a written response or rebuttal after receiving a copy of the performance component of the evaluation and/or after receiving the final evaluation rating, which includes the relevant student achievement and student perception components. Any written response or rebuttal must be submitted within ten working days of receiving the written reports associated with the teacher's evaluation.

New Hire Compensation

Teachers new to the District will be paid according to Board-approved hiring schedule for their first year. Second-year compensation will be based on TEI effectiveness level (see Compensation Handbook).

Evaluation Data Informs Compensation

The District will use the evaluation ratings to determine teacher effectiveness levels. At the beginning of the 2015–16 school year, each teacher will receive one of the following effectiveness levels based on a teacher's evaluation rating from the 2014–15 school year: Unsatisfactory, Progressing I, Progressing II, Proficient I, Proficient II, Proficient III, or Exemplary I. Exemplary II and Master effectiveness levels are phased in in future years according to District guidelines. A teacher's effectiveness level informs a teacher's compensation for the 2015–16 school year and thereafter in accordance with regulations and implementation guidelines.

Exceptions

Exceptions may be made to this regulation by the Superintendent of Schools or designee.

Dallas ISD
057905

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(REGULATION)

**Adoption or Last
Amended Date**

This regulation was last amended on September 4, 2019.