

DALLAS ISD'S TEACHER EXCELLENCE INITIATIVE ADMINISTRATOR CERTIFICATION PROCESS

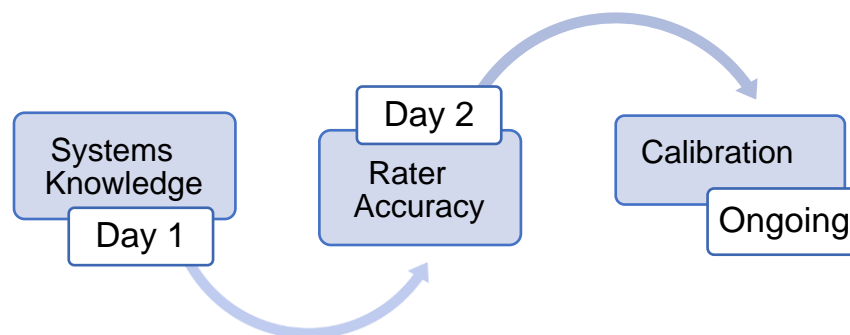
Introduction

The Dallas Independent School District embraces a philosophy that teachers are the most important factor in ensuring high levels of student achievement and that student excellence cannot be achieved without staff excellence; thus, the evaluating and supporting of its instructional staff is the District's highest priority. It is through that lens that the Teacher Excellence Initiative (TEI) was conceived.

Dallas ISD's Teacher Excellence Initiative believes a primary responsibility of campus administrators is assessing, growing, and supporting campus instructors. In order to ensure that administrators are well prepared to provide fair and accurate observations and aligned feedback and coaching reinforced with appropriate professional development opportunities, the District's Teacher Excellence Initiative has implemented a comprehensive three-step evaluator certification protocol. All district employees tasked with supporting teacher development are required to complete a 2-Day Certification Protocol and participate in calibration activities via a field component. The 2-Day Initial Certification Protocol is described below.

Training Overview

Evaluators will develop a broad understanding of the purpose, structure, and benefits of TEI with emphasis on the appropriate use of the observation protocol.



Systems Knowledge – Day 1

The Teacher Excellence Initiative is a continuous improvement model with multiple interconnected components. During Day 1 of Initial Certification, participants are engaged in a four-hour in-depth face to face training addressing:

- Components of the teacher scorecard
 - Teacher Performance
 - Student Achievement
 - Student Experience
- System rules

Additionally, participants receive an overview of:

- Framework of Dallas ISD’s teacher appraisal instrument
- Appraiser responsibilities regarding observations, feedback/coaching, and evaluation

Upon completion of Day 1 training, evaluators are required to demonstrate proficiency in the areas of TEI systems and processes by passing a 20-question multiple-choice assessment with a minimum score of 80%. Evaluators are provided additional face to face review and retesting opportunities when applicable.

Rater Accuracy – Day 2

During Day 2 of Initial Certification, evaluators hone their observation skills and calibrate ratings on the Teacher Performance Rubric. The eight-hour in-depth face to face training seeks to:

- Hone observation skills focused on:
 - Evidence Collection
 - Alignment of evidence with the Teacher Performance Rubric
 - Score level of practice based on evidence and the priorities of the Rubric
- Certify understanding of the observation processes and skills using the Rubric criteria
- Establish inter-rater reliability of observer interpretations and judgments of teaching practice. Inter-rater reliability is a statistical term referring to the amount of agreement among raters/observers.

Additionally, evaluators will participant in one calibration activity with debriefing woven into the training. At the conclusion of the debrief, evaluators undergo a calibration assessment. The assessment will include viewing a 20 to 30-minute classroom observation and assigning scores for Rubric domains 2 (Instructional Delivery) and 3 (Climate and Culture). Domains 2 and 3 are scored during the formative spot and extended observations and are considered the classroom observable indicators. Because these two domains are the primary focus of teacher development through the formative observations and are more heavily weighted in the Summative evaluation, they are the only domains scored during calibration.

Scores are calculated using 4 quantitative measures.

- **Item Accuracy** – frequency of evaluator scores that match the true score provided by the Master Scoring Team (comprised of district instructional leaders). The higher the match, the more accurate an evaluator is, indicator by indicator. In Dallas ISD, evaluators are given one point for every indicator they rate accurately as compared to the true score. Evaluators must rate at least four indicators accurately as compared to the true score to pass via the item accuracy measure.
- **Adjusted Item Accuracy** – frequency of evaluator scores within .5 of the true score. In Dallas ISD, evaluators are given a half- point for being a half-point away from the true score. Evaluators must earn at least 4.5 points to pass via the adjusted item accuracy measure.
- **Scoring Differential** - the evaluator’s global assessment of the teacher. A positive number means the evaluator rated the teacher higher than the true score, and a negative number means the evaluator rated the teacher lower than the true score. In Dallas ISD, evaluators must score within 2.5 total points of the true score total to pass via the scoring differential measure.
- **Volatility Index** - an evaluator’s scores compared to the group average as well as the true scores. Evaluators with a low volatility index have inter-rater agreement with other evaluators who took the same assessment. In Dallas ISD, evaluator’s scores must be within 0.25 points or less of the average absolute value score difference from the assessment to pass via the volatility index measure.

Evaluators pass the rater accuracy assessment and achieve calibration status by one of two methods:

1. The Item Accuracy measure - Rating at least four indicators accurately as compared to the true score.
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2. Achieving a passing score on any two of the three remaining measures (Adjusted Item Accuracy, Scoring Differential, and Volatility Index).

Evaluators who do not pass the calibration assessment are required to attend an in-person reteaching session. The reteaching session focuses on calibration. A second classroom observation is scored using the same method as the initial calibration assessment. Those evaluators not passing a second attempt at calibration are required to participate in an in-person calibration walk with executive school leadership.

Field Experience

Evaluators new-to-role and/or new-to-district evaluators must successfully complete the field experience requirement to be considered a certified evaluator. The Field Experience includes:

- 3 joint Spot Observations with an Executive Director
- 1 joint Feedback Conference with an Executive Director

Executive Directors are required to inform the Performance Management team via email to confirm the field experience component has been satisfied which signals the evaluator may begin submitting official observations in Cornerstone.

Recertification

Dallas ISD evaluators are required to recertify on TEI Systems Knowledge and Calibration every year. The recertification process is typically conducted online unless the teacher performance rubric has undergone a revision. At that time, recertification training reverts to an in-person format.

The goals of the recertification training remain the same as certification. The content of the material and assessments presented mimics that of certification. Calibration is part of recertification with evaluators watching the video on-line and assigning scores on an online platform. The Systems Knowledge assessment can be retaken until a passing of 80% is achieved. However, evaluators failing to meet passing standards on the rater accuracy assessment (calibration) are required to attend an in-person second attempt session.

All personnel that evaluate Dallas ISD teachers must demonstrate proficiency on the Systems Knowledge and Rater Accuracy (Calibration) Assessments **prior to** assigning official teacher observation scores.