



NEW CANEY ISD
A SHINING STAR *in* TEXAS EDUCATION

NCISD Teacher Evaluation Process 2021-2022
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Appraisals

All teachers must be appraised each school year. The goal of an annual appraisal is to assess teaching proficiency, which helps teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

The annual teacher appraisal process shall include:

- A Teacher Self-Assessment and Goal Setting Professional Development Plan Conference, for all teachers, with a campus administrator (**due 8/27/2021**).
- A minimum of one walkthrough during the fall semester (**new to the district teachers due by October 22, 2021 and returning teachers due by November 18, 2021**) and one walkthrough during the spring semester (**April 7, 2022 for all teachers**) will be documented in Perform.
- One announced fall classroom observation of a complete lesson, using the T-TESS Rubric for **all first year teachers and teachers new to the district (due 12/16/2021)**. The announced observation will be preceded by a pre-conference, and followed by a post-conference within ten days.
- One unannounced classroom observation must be followed by a post-conference that shall take place within ten days of the date of the observation. The unannounced classroom observation will be conducted **by April 7, 2022 for all teachers**.
- An end of year conference that must take place on or before **May 5, 2022**.

Note: If the first unannounced evaluation results in a score with four or more dimensions below proficient, an additional observation will be required within ten working days of receiving the written observation summary.



Appraisal Calendar

The district shall establish a calendar for the appraisal of teachers. The appraisal calendar shall:

- exclude observations in the three weeks following the day of completion of the appraisal orientation.
- prohibit observations on the last day of instruction before any official school holidays or on any other day deemed inappropriate by the administration or Board of Trustees.
- Indicate a period for end of year conferences that ends no later than 15 working days before the last day of instruction for students.

Teacher Orientation

Teachers shall receive an annual orientation for T-TESS, no later than the first three weeks of school and at least two weeks before the first observation. The orientation provides teachers with an understanding of T-TESS, its components, administrator roles and responsibilities, information and resources available, and where to seek assistance. Teachers will become familiar with the T-TESS processes for conducting and participating in teacher evaluation and growth.

Teacher Self-Assessment and Goal Setting Professional Development

The Teacher Self-Assessment and Goal Setting process helps educators to:

- Reflect on current professional practices
- Identify professional growth goals
- Build professional development plans to attain goals
- Track progress toward goals over the course of the year

By **August 27, 2021** each teacher should meet with their appraiser to discuss their self-assessment and goal setting plan. Before the meeting scheduled by the appraiser, the teacher should consider and self-reflect on the following information as it will be discussed in the conference:

- Independently review data and reflect on professional practice, including reviewing domains, dimensions and descriptors of the T-TESS rubric
- Formulate targeted goals on the Teacher Self-Assessment and Goal Setting Form (a completed example form is provided for teachers and administrators)



- Be prepared to discuss goals for Professional Growth
- Think about the kinds of supports needed to accomplish goals
- Identify milestones that help both teacher and appraiser know the teacher is on track for accomplishing goals
- Specify what evidence will be used to show that goals have been met

At the end of the goal-setting conference, the teacher and evaluator will sign off on the goals.

It is important to remember that this is a working document!

During the year:

- Teachers should monitor their progress toward their goals and discuss their progress with their appraiser.
- Teachers may modify their goals if necessary and obtain additional supports from their appraisers.
- Celebrate accomplishments!

Pre-Conferences

The overall purpose of the pre-conference is for the appraiser and teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment and student outcomes. A pre-conference is conducted preceding an announced evaluation.

When reviewing lesson plans or conducting pre-conferences, the following guiding questions may be helpful:

- What should students know and be able to do by the end of the lesson?
- What will the teacher and students be doing to show progress toward mastery of the objectives?
- How will the teacher know that students have mastered the objective(s)?



Post-Conferences

The overall 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 observation, including the impact on student performance. Results are used to inform and guide the teacher's future practices and growth. Post-conference conversations are guided through the use of leading questions which allow the teacher to reflect on an area of reinforcement (relative strength of the lesson) and an area of refinement (area for growth). Two distinct dimensions are chosen to represent reinforcement and refinement areas, although in most instances, it is also necessary to focus the questions on actual descriptors within those dimensions to address actual teaching behaviors. By focusing on these two areas, teachers detail and segment their own learning to hone their practices, the post-conference leader provides specific recommendations for improvement, or a combination of the two may occur. This decision is based on how the conversation progresses and whether the teacher shares personal recommendations aligned with best practices for growth. The post-conference is concluded with actionable feedback and specific behaviors to continue to strengthen and refine teacher practices, along with follow-up support and resources, as necessary.

When choosing an area of reinforcement and refinement, guiding questions may include:

- Which dimension of the rubric was the evident area of strength/reinforcement?
- Which dimension of the rubric was the area identified for growth/refinement?
- Which of these dimensions will have the greatest impact on teacher and student performance?
- If selected for reinforcement and refinement, how will changes in that dimension impact other areas of the rubric?

Walk-Throughs

Walkthroughs will be conducted by campus administrators each semester.



Revising Goals with a Teacher in Need of Improvement

A teacher is designated as a teacher needing improvement if the teacher **scores below proficient in four or more dimensions (or as the principal deems appropriate)**. The qualified appraiser and the campus principal shall, in consultation with the teacher, revise his/her goal setting document to reflect strategies/goals that will assist the teacher with addressing areas in need of improvement. In cases when the teacher's appraiser is an assistant principal, the principal must be involved in the collaborative revision process. It is imperative that all areas of improvement be included in the goal setting document as it is a living document that may and should be revised throughout the school year and should assist teachers in professional growth.

Teacher Response and Rebuttals - DNA (LEGAL)

A teacher may submit a written response or rebuttal at the following times:

- For Domains I, II, and III, after receiving a written observation summary or any other written documentation related to the rating of those three domains
- For Domain IV and for the performance or teachers' students, as defined in 19 Administrative Code 150.1001 (f)(2), after receiving a written end of year annual appraisal report

Any written response or rebuttal must be submitted to the appraiser within ten working days of receiving a written observation summary, or written end of year appraisal report. Any written documentation associated with the teacher's appraisal may be rebutted within ten days from when the documentation was received.

- A teacher may not submit a written response or rebuttal to a written end of year annual appraisal report for the ratings in Domains I, II and III if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

Education Code 21.352; 19 TAC 150.1004 (a), (b)



Request for a Second Appraisal

A teacher may request a second appraisal by another certified appraiser at the following times:

- For Domains I, II, and III, after receiving a written observation summary with which the teacher disagrees or
- For Domain IV and for the performance of teachers' students, as defined in 19 Administrative Code 150.1001 (f)(2), after receiving a written end of year conference with which the teacher disagrees

The second appraisal must be requested within ten working days of receiving a written observation summary or a written end of year conference. A teacher may not request a second appraisal by another certified appraiser in response to a written end of year report for the ratings of dimensions in Domains I, II and III if those ratings are based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal.

A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

The second appraiser shall make observations as necessary to evaluate the dimensions in Domain I-III or shall review the Goal Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable. Cumulative data may also be used by the second appraiser to evaluate other dimensions.

A district shall adopt written procedures for determining the selection of second appraisers and updated annually as needed.



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Selection of a Second Appraiser

When a teacher requests a second appraisal for a written observation summary or a written end of year conference the following procedures will be considered:

- The campus principal will appraise the teacher when the assistant principal is the primary appraiser.
- When a second appraisal is conducted by an appraiser from outside of the campus, the selection will be a director from the Instructional Department.

End of Year Conferences

End of Year Conferences will take place **March 28 - May 5, 2022** and will be scheduled by the appraiser.

If a teacher does not agree to sign the end of year form, the principal or designee should document the refusal in Perform and in writing. Please note the date and time of the conference and any details from the conference.

T-TESS Rubric for Formal Observations - On-Campus or Virtual Instruction

When utilizing the On-Campus Instruction Plan, the district appraisers will use the original T-TESS rubric to conduct formal observations and appraisals for teachers whose standard teaching assignment is in-person instruction.

In the event that the district, campus, and/or teacher is teaching virtually, the Optional Virtual T-TESS Rubric will be used as the basis for teacher ratings in lieu of the original T-TESS Rubric.