

TEACHER APPRAISAL  
SYSTEM

T-TESS is a process that seeks to develop habits of continuous improvement with evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

T-TESS is composed of two components: the domains and dimensions of the T-TESS rubric and the performance of a teacher's students as measured by a student growth measure determined by the District.

SELF-ASSESSMENT  
AND GOAL-SETTING

The teacher self-assessment, goal-setting, and professional development processes are all interwoven and applied throughout the school year to positively impact each teacher's professional practices and ultimately increase student performance and academic growth.

Each teacher will review data and reflect on his or her professional practice; including reviewing the domains, dimensions, and descriptors of the T-TESS rubric.

A teacher who is new to the District or who is in the first year of the appraisal process will receive an orientation and will be guided through the self-assessment and goal-setting process to establish a professional development plan. Within six weeks of completing the orientation, a teacher who is new to the District or who is in the first year of the appraisal process will formulate targeted goals on the Teacher Self-Assessment and Goal-Setting Form, and the appraiser will schedule an in-person, goal-setting conference with the teacher. After the conference, the teacher will submit his or her approved Goal-Setting and Professional Development Plan to the appraiser.

A returning teacher will review the Goal(s) and Professional Development Plan established at the end-of-the year conference to determine whether changes are needed. The teacher will submit to the appraiser his or her approved Goal-Setting and Professional Development Plan within the six weeks of receiving T-TESS training.

IMPLEMENTATION OF  
GOALS

Each teacher will regularly monitor progress toward his or her goals. If the teacher feels the goals need to be modified, the teacher should make an appointment with his or her appraiser to discuss individual progress toward his or her goals and/or obtain additional supports.

PRE-CONFERENCE

The purpose of a pre-conference is for the appraiser and teacher to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the

	<p>learning environment, and student outcomes. The pre-conference will be conducted within ten working days of an announced formal <i>observation</i>.</p> <p>The pre-conference will provide the teacher an opportunity to demonstrate his or her knowledge and skills for the planning domain and its correlating dimensions. The conference is primarily focused on the upcoming observation and what the teacher has planned to ensure that the instructional objective(s) are met.</p>
FORMAL OBSERVATION	<p>Teachers will be formally observed in the classroom at least once. The formal observation will be announced.</p> <p>All teachers will have at least three informal walk-throughs.</p> <p>Each teacher may have additional observations or walk-throughs that provide actionable, timely feedback, which will allow the teacher to make efficient and contextual professional development choices to help refine practice. If data gathered during the additional observation or walk-through will impact the teacher's summative appraisal rating, a written summary will be shared with the teacher within ten working days after the completion of the additional observation or walk-through.</p>
POST-CONFERENCE	<p>The formal observation(s) will include an in-person post-conference within ten working days of the observation.</p> <p>The overall purpose of the post-conference is to provide a teacher an opportunity to self-reflect on the execution of his or her lesson, including the impact on student performance. The results will be used to inform and guide the teacher regarding future practices and growth.</p>
END-OF-YEAR CONFERENCE	<p>The end-of-year conference will be held at least 15 days prior to the last day of instruction to discuss overall performance for the year. End-of-year conferences are mandatory.</p> <p>Each teacher will provide his or her appraiser with an update regarding the professional goals and development plan that were developed at the beginning of the year.</p>
PRELIMINARY GOAL SETTING AND PLANNING FOR THE FOLLOWING SCHOOL YEAR	<p>The appraiser and teacher will discuss how the current year self-assessment and goal-setting process will continue into the next school year for continuous improvement, including professional development to support learning.</p>

PERFORMANCE APPRAISAL  
EVALUATION OF TEACHERS

DNA  
(REGULATION)

SUMMATIVE ANNUAL APPRAISAL REPORT	A written summative annual appraisal report will be provided to the teacher within ten working days of the conclusion of the end-of-year conference. The report will be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report will be placed in the teacher's personnel file by the end of the appraisal period.
APPRAISAL RATING	The District will provide individual ratings for each of the 16 dimensions of the T-TESS rubric and an individual rating for student growth.
APPRAISER	Each teacher will be appraised by a certified appraiser. If the certified appraiser is not the teacher's supervisor, the appraiser will be selected from the list of certified appraisers approved by the Board.
SECOND APPRAISER	<p>In accordance with 19 Administrative Code 150.1004, a teacher may request a second appraiser within ten working days of receiving a written observation summary or a written summative annual appraisal report. If a teacher requests a second appraisal by another certified District appraiser, the second appraiser will be determined in accordance with the following:</p> <ol style="list-style-type: none"><li>1. Completion of an Appeal Request letter stating the specific nature of the discrepancy, full disclosure of evidence of performance, and a statement of expected performance evaluation.</li><li>2. The appraiser will consider the additional evidence provided and meet with the teacher to review the information related to performance in an effort to achieve a mutual agreement.</li><li>3. In the event of non-agreement, a T-TESS Evaluator (who did not observe the teacher previously) from the district will reassess evaluation materials regarding the teacher's performance by reviewing existing evidence.</li><li>4. After reviewing the information, the second T-TESS Evaluator will make a recommendation in writing regarding the T-TESS evaluation score for the teacher.</li></ol>
TEACHER RESPONSE AND REBUTTAL	<p>In accordance with 19 Administrative Code 150.1004(a), a teacher may submit a written response or rebuttal at the following times:</p> <ul style="list-style-type: none"><li>• For Domains I, II, or III, after receiving a written observation summary or any other written documentation related to the rating of those three domains; or</li></ul>

- For Domain IV, after receiving a written summative annual appraisal report.

Any written response or rebuttal must be submitted within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal.

A teacher may not submit a written response or rebuttal to a written summative annual appraisal report for the ratings in Domains I, II, or III if the 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.

GRIEVANCES

Complaints regarding a teacher appraisal should be addressed in accordance with DGBA(LOCAL).

NOTICE

The District will establish an appraisal calendar each year, and provide the calendar to teachers within the first three weeks of the first day of instruction.

OTHER GUIDELINES

Teachers will have the opportunity to provide evidence for the Professional Practices and Responsibilities dimension of the T-TESS rubric prior to and during the end-of-year conference.

Formal observations may not be conducted on the day before or after a school holiday or days scheduled for state-mandated testing or other standardized tests.