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Table of Contents

Introduction ............................................................................. 1
2019 - 2020 Teacher Appraisal Calendar ...................................................... 2
Appraisals at a Glance .................................................................... 3
Student Learning Objectives (SLO’s) ......................................................... 5
Appraisal Timeline Observation Window ...................................................... 7
2019 - 2020 New Hire T-TESS Training Schedule ................................................................. 8
T-TESS Domains, Dimensions, and Look-Fors .................................................... 9
Student Learning Objective Roll Out Plan ..................................................... 12
Teacher Response and Appeals ............................................................. 13
Waiver Agreement Form ................................................................... 14
Request for Second Appraisal Form .......................................................... 15
T-TESS Observation Waiver Removal Notice ..................................................... 16
Policy DNA (Local) ........................................................................ 17
Policy DNA (Regulation) ................................................................... 20
Commissioner’s Rules Concerning Educator Standards ................................. 24
T-TESS (Texas Teacher Evaluation and Support System) is the Texas recommended appraisal process that will be used to evaluate teachers and establish a system of continual growth and support. T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

The T-TESS process has the capacity to move each classroom forward and to institute improvement for all of us professionally, and more importantly, for all our students.
## 2019-2020 Teacher Appraisal Calendar

### Socorro Independent School District

#### General Information:
- All T-TESS Appraisers must be T-TESS certified and must be a Campus Principal or Assistant Principal.
- Appraisers should ensure that all teachers have received the T-TESS training prior to beginning the appraisal cycle.
- No appraisal observations may be conducted the day before or after a school holiday or the day of District or State testing: August 30, 2019; September 3, 2019; November 8, 12, & 22, 2019; December 2, & 19, 2019; January 8, 17, & 21, 2020; April 7-9, & 13, 2020; and May 4-14, 2020.

### Teacher Response
Within 10 working days may submit rebuttal in writing or request 2nd appraisal within 10 working days after receiving the Observation Summary or the End of Year Appraisal Report.

### Waiver Agreements
See Policy DNA (LOCAL) for waiver eligibility.

### T-TESS Recertification
- June 1 - August 1, 2019

### T-TESS Campus Training
- July 22 - 26, 2019

### Goal Setting Conferences for all Teachers
- July 29 - Sept. 6, 2019

### Appraisal Period
- August 12, 2019 - May 6, 2020

### End of Year Conferences
- By May 6, 2020

<table>
<thead>
<tr>
<th><strong>August 2019</strong></th>
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Appraisals at a Glance

The following provides an overview of the T-TESS Appraisal System:

• Except for teachers eligible for a waiver, teachers will participate in the T-TESS process, which includes:
  ▶ Orientation – within first three weeks of school and at least two weeks before the first observation.
  ▶ Goal Setting & Professional Development Plan – within six weeks of orientation or beginning of school with conference for teachers new to T-TESS.
  ▶ Pre-Conference – prior to formal observation
  ▶ Observation – entire lesson, at least 45 minutes
  ▶ Post – conference – within ten (10) days of observation, including written report of Domains 1-3.
  ▶ End of Year Conference – with Summative Annual Appraisal – Domains 1-4. No later than fifteen days before the last day of instruction.

• The annual observation cycle runs in accordance with the District approved appraisal calendar.

• 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.

• All observations must include pre- and post-conference meetings that follow DNA (Regulation).

• Prior to each observation, the T-TESS appraiser will conduct a pre-conference meeting with the teacher to ask background questions about the lesson plan, the learning outcomes and the students in the class in order to provide context. It is also appropriate for the appraiser to share expectations in T-TESS Domains 2 and 3 and assist teachers in understanding expectations in the T-TESS appraisal system.

• After the classroom observation, the teacher will receive a written summary and oral feedback from the individual appraiser in a post-observation conference within ten (10) working days of the observation.

• At the beginning of the year or at the end of the previous school year, all teachers will engage in personal goal setting and planning for professional development with their appraiser. All professional learning must be uploaded to the goal-setting section on Strive.

• End of year conference will be held at least fifteen (15) days prior to the end of the school year to discuss Domains 1 – 4. Teachers will have the opportunity to provide evidence for the T-TESS rubric prior to the end of the year conference.

• Cumulative documentation will not be used in the formal observation, but will be considered in the end-of-year conference. Cumulative documentation, that will impact a teacher’s evaluation, must be shared with the teacher within ten (10) working days of the end-of-year conference.
Appraisals at a Glance Continued

- Any third-party information from a source other than the teacher’s supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser and shared with the teacher within ten (10) working days of knowledge of the verified information.

- If the teacher wishes to have their response to documentation considered for the appraisal purposes, their response must be provided to the appraiser within ten (10) working days of the end-of-year conference.

- Goal setting, pre-conference, post-conference, summative meetings or SLOs may not be waived.

- If the teacher’s appraiser is unable to fulfill the appraisal process requirements, the Human Resources director will assign another appraiser to serve as the teacher’s appraiser to complete the process.

- Walkthroughs shall be conducted throughout the year. Walkthroughs are typically brief, non-scheduled, informal observations.
Student Learning Objectives (SLOs)

All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser. The SLOs must be foundational, measurable, and manageable and based on student learning outcomes. All teachers must meet with their appraiser throughout the year to discuss and/or update the SLOs.

SLO Process Overview

All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser. The SLOs must be foundational, measurable, and manageable and based on student learning outcomes. All teachers must meet with their appraiser throughout the year to discuss and/or update the SLOs.

Student Learning Objectives are:

- Student growth goals
- Set by teachers
- Focused on a foundational student skill that is developed throughout the curriculum
- Tailored to the context of individual students
- Designed to help teachers better understand the impact of their pedagogy
- For the purposes of refining instruction.

SLO Process Overview

Phase 1 (Step 1): What is the focus for my SLO?

The SLO is a way to FOCUS a teacher’s look at his or her instructional impact. Because of this, the SLO should focus on the most important skill/s in a particular content area – if there is going to be a concentrated look, that look should be about the most important things we teach.

Phase 1 (Step 2): Who are my students?

This question is really a two-part process. First you need to think about who you expect/assume who will be in your classroom. You want the assumptions exposed because all teachers have assumptions. Once you expose and flesh out those assumptions then you can move to the second part which is actually seeing if your assumptions are correct.
Student Learning Objectives (SLOs) Continued

Phase 1 (Step 3): What are my expectations for these students?

Once the teacher has identified the range of skills represented in the current class, the next step is to set rigorous yet reasonable goals or targets for each student.

Phase 1 (Step 4): How will I guide these students toward growth?

What will you do for the highest performing and lowest performing students? A lot of our planning aims for the middle, so let’s spend some time thinking about how we’ll address the tails. Both the teacher and administrator want to be sure that thoughtful and intentional growth is planned for all students.

Phase 2: Are students progressing toward targets?

SLOs are most effective when teachers meet regularly, at least monthly, to review progress and determine how to adjust instruction to maximize growth.

Phase 3: Did students grow and what did I learn from the process?

After determining the students’ final mastery level, teachers reflect on the progress made and insight gained about their instructional practice with particular emphasis on how the knowledge gained will be applied to next year’s teaching.
## Appraisal Timeline Window
### August 12, 2019 – May 6, 2020

<table>
<thead>
<tr>
<th>Current Year</th>
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| **Weeks 1-6**  
July 29, 2019–September 6, 2019 | **Weeks 6 through End-of-Year Conferences**  
By May 6, 2020 | **At least 15 Days Prior the Last End-of-Year Conferences**  
By May 6, 2020 | **SLO Phase 2**  
October 14, 2019 - May 1, 2020 |

### Teacher Orientation
No later than the first three weeks of school and at least two weeks before the first observation.
**July 22 - August 9, 2019**

### Goal-Setting and Professional Development (GSPD) Plan (Every Teacher)
- 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.
**September 6, 2019**
- SLO conference with all teachers — September 6, 2019
- SLO Revision due — September 27, 2019

### Teacher Orientation for Late Hires
Goal-Setting and Professional Development Plan for Late Hires
- Submitted to the appraiser within six weeks from the day of the completion of the orientation.

### Ongoing review of teacher and student data
Ongoing review of the GSPD plan to formatively assess progress towards goals, professional development, impact, and teacher and student performance

### Ongoing collection of evidence to support Domain IV
- Teacher and appraiser

### End-of-Year Conferences
- 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 teachers’ students
- Review potential goals and professional development plans for the next school year

**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
- Review SLO over all progress

### This phase encompasses a teaching loop of continual planning, teaching, assessing, analyzing, and adjusting through ongoing dialogue.
- Meet with colleagues to review data and share ideas for adjusting instruction.

**Step 5: First progress check-in, November, 2018**
- Are students progressing towards targets?
- What needs to be adjusted to differentiate instruction to ensure significant growth for every student?

**Step 6: First progress check-in, March, 2019**
- Are students progressing towards targets?
- What needs to be adjusted to differentiate instruction to ensure significant growth for every student?

### Informal observations and walkthroughs with ongoing feedback to support and develop teacher practices.

### Formal observation window established per local policy – Excludes/prohibits observations in two weeks following the orientation
## 2019 - 2020
### New Hire T-TESS Training Schedule

<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Room</th>
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<tr>
<td>Thursday, July 11, 2019</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Options High School Library</td>
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<tr>
<td>Friday, August 29, 2019</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Meeting Room C, SISD District Service Center</td>
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<tr>
<td>Thursday, September 26, 2019</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Meeting Room D, SISD District Service Center</td>
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<tr>
<td>Thursday, October 3, 2019</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Meeting Room A &amp; B, SISD District Service Center</td>
</tr>
<tr>
<td>Wednesday, November 20, 2019</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Meeting Room A &amp; B, SISD District Service Center</td>
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<td>Wednesday, December 11, 2019</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Project Room, SISD District Service Center</td>
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<td>Wednesday, January 29, 2020</td>
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<tr>
<td>Thursday, February 27, 2020</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Meeting Room C, SISD District Service Center</td>
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<tr>
<td>Thursday, March 12, 2020</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>Meeting Room A &amp; B, SISD District Service Center</td>
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<tr>
<td>Wednesday April 15, 2020</td>
<td>8:00 A.M. - 3:30 P.M.</td>
<td>HR Orientation Room, SISD District Service Center</td>
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## T-TESS Domains, Dimensions, and Look-Fors

<table>
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<tr>
<th>Domain</th>
<th>Dimension</th>
<th>Look-Fors</th>
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| Planning | 1.1 Standards and Alignment | • Aligned goals, standards and objectives  
• Lesson structure/design, and pacing  
• Technology integration |
| 1.2 Data and Assessment | • Formal and informal assessments  
• Progress monitoring  
• Communication and feedback  
• Data to inform instruction |
| 1.3 Knowledge of Students | • Students’s prior knowledge  
• Adjustments to students’ needs  
• Diverse learning for strengths and gaps  
• Social-emotional  
• Learning Styles |
| 1.4 Activities | • Questioning/Higher Order Thinking Skills  
• Adjustments to students’ needs  
• Diverse learning for strengths and gaps  
• Social-emotional  
• Goal setting |
| Instruction | 2.1 Achieving Expectations | • High, challenging expectations  
• Mastery of the objective  
• Student mistakes/self corrections |
| 2.2 Content Knowledge and Expertise | • Content Knowledge in multiple contexts  
• Objectives tied to other disciplines (cross-disciplinary)  
• Anticipating misunderstandings & teaching techniques  
• Thinking/Higher Order Thinking Skills |
| 2.3 Communication | • Two-way communication: teacher/student & peer/peer  
• Anticipating misunderstandings  
• Verbal/written communication  
• Questioning and wait time  
• Technology/visual tools |
| 2.4 Differentiation | • Individualized lessons  
• Monitoring participation and performance  
• Differentiated content and methods  
• Recognizing confusion and disengagement |
| 2.5 Monitor and Adjust | • Monitors & adjusts instruction & activities  
• Adjustments to maintain engagement  
• Monitors behaviors  
• Checking for understanding  
• Questioning and academic feedback |
### Domain Dimension Look-Fors

#### Learning Environment

3.1 Classroom Environment, Routines, and Procedures
- Procedures, routines, and transitions
- Management of supplies/equipment
- Safety and organization

3.2 Managing Student Behavior
- Behavior systems
- Behavior standards

3.3 Classroom Culture
- Relevant, meaningful learning
- Working respectfully (individual and group)
- Collaboration and rapport

#### Professional Practices and Responsibilities

4.1 Professional Demeanor & Ethics
- Code of ethics
- Professional standards
- Student advocacy

4.2 Goal Setting
- Goals (short-and long-term)
- Self-assessment

4.3 Professional Development
- Professional development
- Team collaboration/PLCs
- Improvement plans

4.4 School Community Involvement
- Communication with family
- Outreach (stakeholders)
- Mission/vision/goals

### Rubric Ratings

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<th>Improvement Needed</th>
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<td>Moves to student-centered actions</td>
<td>Focuses on mostly teacher-centered actions</td>
<td>Focuses on teacher-centered actions</td>
<td>Focuses on teacher-centered actions</td>
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### Pre-Conference

- 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.
- Evidence gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptions from the Planning domain.
- Guiding Questions:
  - What should the students know and be able to do by the end of the lesson?
  - What will teacher & students be doing to show progress toward mastery of the objective(s)?
  - How will the teacher know that students have mastered the objective(s)?
- It is important to connect the pre-conference to each domain:
  - Planning
  - Instruction
  - Learning Environment
  - Professional Practices and Responsibilities
Four Key Elements of Instructional Post Conference

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<th>Reinforcement</th>
<th>Refinement</th>
<th>Review Ratings</th>
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<tr>
<td>• Greeting</td>
<td>• Reinforcement area (dimension)</td>
<td>• Refinement area (Dimension)</td>
<td>• Share evidence for ratings</td>
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<tr>
<td>• Review conference process</td>
<td>• Self-analysis and follow-up questions</td>
<td>• Self-analysis and follow-up questions</td>
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<tr>
<td>• Ask a general impression question about the lesson</td>
<td>• Share evidence for reinforcement</td>
<td>• Share evidence for refinement</td>
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T-TESS Triangle

- Learner Outcomes
  - Beginning
  - Middle
  - End

- Teacher Behaviors
- Student Behaviors

When Do You Collect Evidence

Prior to the Lesson Being Observed
- Pre-Conference
- Review of lesson and/or unit plans as applicable

During the Lesson
- What the teacher says and does
- What the students say and do

After the Lesson
- Communication between classroom observation and post-conference

Evaluation Cycle

- Pre-Conference
- Observation
- Post-Conference

+ Specific, quality evidence focused on what the teacher says and does

△ Evidence that is vague, non-specific, and leaves you wanting more

⭐ Specific, quality evidence focused on what the students say and do
## 2019-2020
### Student Learning Objective Roll Out Plan

<table>
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<th>Phase 1 - Create an SLO</th>
<th>Phase 2 - Monitor Progress to drive instruction</th>
<th>Phase 3 - Evaluate Success and Reflect</th>
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**Step 1:** What’s the focus for my SLO?
- Skill essential to thinking and learning;
- Successful results of this skill will positively affect other subject areas;

This phase encompasses a teaching loop of continual planning, teaching, assessing, analyzing, and adjusting through ongoing dialogue.

**Step 2:** Who are my students?
- Creation of initial student skill profile (ISP);
- Start with typical student description;
- Collect student data to assign students to initial skill profile level on student growth;

Meet with colleagues to review data and share ideas for adjusting instruction.

**Step 3:** What are my expectations for these students?
- Develop targeted skill profile (TSP);
- Review supplemental data for each student;
- Establish a target for each student in student growth tracker;
- Establish sources to determine growth;

**Step 4:** How will I guide students toward growth?
- Plan for differentiation;
- Identify strategies to monitor progress;
- Plan for conferencing with colleagues;

Meet with appraiser to discuss student progress and teacher practice throughout the course in order to prepare for the following year (this may be done in conjunction with the T-TESS summative).

**Step 5:** First progress check-in, November, 2018
- Are students progressing towards targets?
- What needs to be adjusted to differentiate instruction to ensure significant growth for every student?

**Step 6:** First progress check-in, March, 2019
- Are students progressing towards targets?
- What needs to be adjusted to differentiate instruction to ensure significant growth for every student?

**Step 7:** Did students grow and what did I learn in the process?
- How well did students meet growth targets in the course?
- Did each student reach expected growth?
- What did I learn from the process?

Determine student’s overall progress throughout the year by completing EOY Targeted Students Skill Profile Level (Student Growth Tracker):
Teacher Response and Appeals

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

a. After Receiving a written observation summary, or any other written documentation associated with the teacher’s appraisal; and/or

b. After receiving a written summative annual appraisal report. §150.1005 (a)

Any written response or rebuttal must be submitted within ten (10) working days of receiving a written observation summary, a written end of year annual report, or any other documentation associated with the teacher’s appraisal. At the discretion of the appraiser, the time period may be extended to 15 working days. §150.1005 (b)

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

a. For Domains I, II, and III, as identified in §150.1005 (a), after receiving a written observation summary with which the teacher disagrees; and/or

b. For Domain IV, as identified in §150.1005 (a), after receiving a written end of the year annual appraisal report with which the teacher disagrees.

Within ten (10) working days of receiving a written observation summary or written end of year appraisal report, the teacher shall submit the second appraisal request form to their supervisor. This request is to include the name of the campus and name of the teacher’s appraiser along with the date of receipt of the written observation summary or written summative annual appraisal report.

Within 24 hours of receipt, the Department of Human Resources will identify a second appraiser.

The second appraiser shall make observations and walkthroughs as necessary to evaluate Domains I through III. Cumulative data may also be used by the second appraiser to evaluate domains. §150.1005 (j) The two appraisals will be averaged, each having equal weight.

Should the teacher desire written comments in response to the written summative annual appraisal report, said written request must be made of the appraiser within ten (10) working days of receipt of the request. A teacher desiring to present a grievance concerning his/her appraisal will utilize the procedure as outlined in District Policy DGBA and its companion regulation.
Texas Teacher Evaluation Support System
(T-TESS) Waiver Agreement

Teacher Name: ___________________________  Employee Number: ___________________________

This agreement verifies that ________________________________ has met all of the following criteria to be exempt from the Texas Teacher Evaluation and Support System formal observation requirement as per policy DNA Local.

Requirements for Exemption:

1. The employee is on a term contract;
2. The employee is evaluated by the Texas Teacher Evaluation and Support System (T-TESS);
3. The employee is rated at least "Proficient" in nine (9) dimensions;
4. The employee did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, in any dimension;
5. The employee is not new to the building/campus;
6. The employee has completed three consecutive years of service in the District;
7. The employee agrees in writing.

This agreement is evidence of the District’s intent to waive the appraisal process for this year. Both parties agree that the appraiser/supervisor may at any time, with appropriate documentation, place the teacher back on the traditional annual appraisal cycle.

A decision to either accept or reject the waiver must be submitted to your Principal within 5 working days after receiving this notification. Failure to return this notification will be considered as a rejection of the waiver.

Please check one:

☐ I am accepting this waiver. I further acknowledge that if cumulative data attained through informal class visits, walk-throughs, conferences, etc., indicate any deficiency in the Texas Teacher Evaluation and Support System performance criteria, I will then be subject to an annual formal observation either during the current school year or the next at the discretion of the campus principal.

☐ I am rejecting this waiver. I further acknowledge that by rejecting this waiver I will be appraised with Texas Teacher Evaluation and Support System for this school year.

______________________________  ______________________________
Teacher Signature                          Date

______________________________  ______________________________
Appraiser/Supervisor Signature            Date
Socorro Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs). For additional information regarding Socorro Independent School District’s policy of nondiscrimination contact the Chief Human Resources Officer at (915) 937-0201, 12440 Rojas Dr., El Paso, TX 79928.
SOCORRO INDEPENDENT SCHOOL DISTRICT
T-TESS Observation Waiver Removal Notice

Via Hand Delivery
To:
From:
Date:
RE: T-TESS Observation Waiver Removal Notice

This written notice will formally communicate that your T-TESS evaluation waiver for the (school year goes here) has been denied, and, effective immediately, you will be formally evaluated under the T-TESS evaluation system. The reason(s) for the change in your evaluation status is/are:

Additional evidence used to come to this decision is/are:

Please note that this document and the information in it are confidential and is addressed solely to you.

(Principal Name Goes Here)
(Campus Name Goes Here)

Your signature on the written notice does not indicate that you agree with its contents. Your signature only indicates that you have received a copy of this written notice.

(Teacher Name Goes Here) Signature Date
The annual appraisal of District teachers shall be in accordance with the Texas Teacher Evaluation and Support System (T-TESS).

Alternate Appraisers
All campus administrators who are certified appraisers shall serve as second appraisers in the event that a teacher requests a second appraisal.

Annual Appraisal
All employees shall be appraised annually except for employees who qualify for the waiver.

Waivers
The requirement for an employee to be appraised annually may be waived if the employee meets the following criteria:

1. The employee is on a term contract;
2. The employee is evaluated by the T-TESS;
3. The employee is rated at least “proficient” in nine dimensions;
4. The employee was not identified as deficient in any area defined as a rating of “improvement needed” or its equivalent in any dimension;
5. The employee is not new to the campus;
6. The employee has completed three consecutive years of service in the District; and
7. The employee agrees in writing.

Implementation
A rotation schedule (for exempt teachers) shall be established by using the last digit of the teacher’s Social Security number to determine the year of appraisal. The schedule shall be as follows:

<table>
<thead>
<tr>
<th>School Year</th>
<th>SS #0–3</th>
<th>SS #4–6</th>
<th>SS #7–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016–17</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017–18</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2018–19</td>
<td>X</td>
<td></td>
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<tr>
<td>2019–20</td>
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<td>X</td>
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<td>2020–21</td>
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<td>2021–22</td>
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<td>X</td>
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<td>2022–23</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>2023–24</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

X = Will be evaluated (not eligible for a waiver)
Exception

If a teacher is on a leave of absence during his or her rotation cycle and is not appraised for that school year, he or she shall automatically be evaluated the year the teacher returns. In addition, the teacher shall return to the rotation cycle at the next available cycle corresponding with the last number of the teacher’s Social Security number.

Walk-Throughs

Walk-throughs shall be conducted for all classroom teachers every school year. The administrator shall provide the teacher a copy of the documentation of each walk-through as outlined in the commissioner of education’s rules for the T-TESS. Walk-through documentation shall be maintained electronically on District-provided software.

In order to better support teachers and provide specific and targeted feedback, during any school year, when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the administrator may require that an appraisal be conducted by providing written notice to the other party.

In the years that a T-TESS appraisal is not scheduled for an eligible teacher, the District shall conduct an annual review in accordance with a process detailed in guidelines developed by the District.

Annual Review Process

The annual review process shall produce a written document to be presented to the teacher, signed by the teacher and supervisor, and maintained in the personnel file.

Appraisal System

The District shall appraise teachers annually using T-TESS in accordance with law and administrative regulations.

The commissioner’s recommended teacher appraisal system, T-TESS, was developed in accordance with Texas Education Code 21.351.

General Requirements

All District teachers not eligible for a waiver shall be appraised during the school year.

Components of the appraisal process, such as formal classroom observations and walk-throughs, shall be conducted more frequently as necessary to ensure that teachers receive appropriate guidance.

The District shall establish an appraisal calendar each year.

T-TESS Goal Setting

Goal setting shall take place on a yearly basis. Goals collaboratively developed by the teacher and administrator shall be aligned with the Texas Educator Performance Standards.
| Pre-Conference | A pre-conference meeting shall be held prior to each formal evaluation. After the pre-conference meeting, the formal observation shall take place within a two-week window. Pre-conference meetings cannot be waived. |
| Post-Conference | A post-conference meeting shall be held within ten business days following the formal observation. Post-conference meetings cannot be waived. |
| End-of-Year Conference | A summative annual conference shall be held with each teacher prior to the end of the school year. Summative conference meetings cannot be waived. |
| Alternate Appraiser | All administrators who are certified appraisers shall serve as second appraisers in the event that a teacher requests a second appraisal. |
| Second Appraisal | Upon a teacher’s request for a second appraiser, the Superintendent or designee shall select the second appraiser from a pre-established roster of trained appraisers. The formal observation for a second appraisal shall be scheduled within a two-week window. |
| Scores | The Board shall ensure that the Superintendent or designee establishes procedures regarding how domain scores from first and second appraisals will be used. |
| Employment Decisions | When relevant to decisions regarding term contracts, written evaluations of a teacher’s performance, as documented to date, and any other information the administration deems appropriate shall be considered in decisions affecting contract status. |
| Grievances | Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL). |
Note: This document aligns with the appraisal practices recommended by TEA for the Texas Teacher Evaluation and Support System (T-TESS), as described at the TEA site https://teachfortexas.org.

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, coaching and collaboration.

Components of the appraisal process, such as classroom observations and walk-throughs, will be conducted as frequently as necessary to ensure that teachers receive appropriate guidance.

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.

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 schedule an in-person, goal-setting conference with his or her appraiser. 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 and student performance data to determine if changes are needed. The teacher will submit to the appraiser his or her approved Goal-Setting and Professional Development Plan within the first six weeks of the school year.

IMPLEMENTATION OF GOALS

Each teacher will regularly monitor progress toward his or her goals. If the teacher or the appraiser feel the goals need to be modified, the teacher or the appraiser should make an appointment to discuss individual progress toward his or her goals and/or obtain additional support.
To ensure that teachers receive adequate support prior to being placed on a performance improvement plan, teachers in need of assistance will be provided a coaching plan that may include up to three (3) documented coaching sessions.

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 learning environment, and student outcomes. The pre-conference meeting will be held prior to each formal evaluation.

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.

The teacher will be formally observed in the classroom one time, unless the appraiser deems additional observations to be necessary. A classroom observation will be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction.

By mutual, written consent between the appraiser and the teacher, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

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.

After the pre-conference the formal observation for a teacher’s appraisal will take place within a two-week window.

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

All observations will include an in-person post-conference within ten working days of the observation.

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.

END-OF-YEAR CONFERENCE/SUMMATIVE ANNUAL APPRAISAL REPORT

The end-of-year conference/summative 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/summative cannot be waived.

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.

PRELIMINARY GOAL SETTING AND PLANNING FOR THE FOLLOWING SCHOOL YEAR

Following the end-of-year conference, 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.

APPRAISER

Each teacher will be appraised by a certified appraiser. If the certified appraiser is not the teacher’s supervisor, the appraiser will be a District administrator who is a certified appraiser.

SECOND APPRAISER

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:

- The Department of Human Resources will select the second appraiser

Requests made by a teacher for a second observation must be made in writing ten working days subsequent to receiving the appraisal. The scores for domains 1, 2, and 3 shall be averaged with equal weight given both appraisals. Domain 4 will only be scored by the supervisor.

TEACHER RESPONSE AND REBUTTAL

A teacher may submit a written response or rebuttal 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.

GRIEVANCES

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

Approved:
Jose Espinoza, Ed. D., Superintendent
August 9, 2017

Board Committee Review:
November 6, 2017
Commissioner’s Rules
Concerning Educator Standards

Subchapter AA. Teacher Standards

149.1001. Teacher Standards.

a. Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

b. Standards

1. Standard 1 – Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

A. Teachers design clear, well organized, sequential lessons that build on students’ prior knowledge.
   i. Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
   ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
   iii. Teachers connect students’ prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

B. Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
   i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
   ii. Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
   iii. Teachers use and adapt resources, technologies, and standards aligned instructional materials to promote student success in meeting learning goals.

C. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs including acceleration, remediation and implementation of individual education plans.
   ii. Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
   iii. Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

D. Teachers communicate clearly and accurately and engage students in a manner that encourages students’ persistence and best efforts.
   i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
ii. Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

E. **Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.**

i. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

F. **Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.**

i. Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

2. **Standard 2 – Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

A. **Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.**

i. Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

B. **Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.**

i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

iii. Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
C. Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

ii. Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.

iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

3. Standard 3 – Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

A. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

ii. Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

B. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

i. Teachers organize curriculum to facilitate student understanding of the subject matter.

ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

C. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

i. Teachers teach both the key content knowledge and the key skills of the discipline.

ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.

4. Standard 4 – Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

A. Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.

i. Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.

ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

**B. Teachers organize their classrooms in a safe and accessible manner that maximizes learning.**

i. Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

ii. Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

**C. Teachers establish, implement and communicate consistent routines for effective classroom management, including clear expectations for student behavior.**

i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

ii. Teachers maintain a strong culture of individual and group accountability for class expectations.

iii. Teachers cultivate student ownership in developing classroom culture and norms.

**D. Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.**

i. Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

ii. Teachers maximize instructional time, including managing transitions.

iii. Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

iv. Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

**5. Standard 5 – Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

**A. Teachers implement both formal and informal methods of measuring student progress.**

i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

**B. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.**

i. Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
C. Teachers regularly collect, review, and analyze data to monitor student progress.
   i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
   ii. Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

D. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
   i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
   ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

6. Standard 6 – Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other
   vii. Educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

A. Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
   i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
   ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students’ needs.
   iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students’ academic and social-emotional needs.

B. Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
   i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
   ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

C. Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
   i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
   ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

D. (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
   i. Teachers adhere to the educators’ code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
   ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
   iii. Teachers serve as advocates for their students, focusing attention on students’ needs and concerns and maintaining thorough and accurate student records.
Subchapter AA. Teacher Appraisal


a. All school districts have two choices in selecting a method to appraise teachers: a teacher appraisal system recommended by the commissioner of education or a local teacher appraisal system.

b. The commissioner’s recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with the Texas Education Code (TEC), §21.351.

c. The superintendent of each school district, with the approval of the school district board of trustees, may select the T-TESS. Each school district or campus wanting to select or develop an alternative teacher appraisal system must follow the TEC, §21.352, and §150.1007 of this title (relating to Alternatives to the Commissioner’s Recommended Appraisal System).

d. The commissioner may designate a regional education service center to serve as the T-TESS certification provider for the state. The designated regional education service center may collect appropriate fees under the TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.

e. Sections 150.1002 through 150.1006 of this title apply only to the T-TESS and not to local teacher appraisal systems.

f. The statutorily required components of teacher appraisal are defined as follows.

1. The implementation of discipline management procedures is the teacher’s pedagogical practices that produce student engagement and establish the learning environment.

2. The performance of teachers’ students is how the individual teacher’s students progress academically in response to the teacher’s pedagogical practice as measured at the individual teacher level by one or more of the following student growth measures:

   A. Student learning objectives;
   B. Student portfolios;
   C. Pre- and post-test results on district-level assessments; or
   D. Value-added data based on student state assessment results.

150.1002. Assessment of Teacher Performance.

a. Each teacher shall be appraised on the following domains and dimensions of the Texas Teacher Evaluation and Support System (T-TESS) rubric that is aligned to the Texas Teacher Standards in Chapter 149 of this title (relating to Commissioner’s Rules Concerning Educator Standards).

1. Domain I. Planning, which includes the following dimensions:

   A. Standards and alignment;
   B. Data and assessment;
   C. Knowledge of students; and
   D. Activities.
2. **Domain II. Instruction**, which includes the following dimensions:
   A. Achieving expectations;
   B. Knowledge and expertise;
   C. Communication;
   D. Differentiation; and
   E. Monitor and adjust.

3. **Domain III. Learning Environment**, which includes the following dimensions:
   A. Classroom environment, routines, and procedures;
   B. Managing student behavior; and
   C. Classroom culture.

4. **Domain IV. Professional Practices and Responsibilities**, which includes the following dimensions:
   A. Professional demeanor and ethics;
   B. Goal setting;
   C. Professional development; and
   D. School community involvement.

b. The evaluation of each of the dimensions identified in subsection (a) of this section shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from pre-conferences, observations, post-conferences, end-of-year conferences, the Goal-Setting and Professional Development Plan process, and other documented sources.

c. Each teacher shall be evaluated on the 16 dimensions in Domains I-IV identified in subsection (a) of this section using the following categories:
   1. Distinguished;
   2. Accomplished;
   3. Proficient;
   4. Developing; and
   5. Improvement needed.

d. Beginning with the 2017-2018 school year, each teacher appraisal shall include the performance of teachers’ students, as defined in §150.1001(f)(2) of this title (relating to General Provisions).

e. If calculating a single overall summative appraisal score for teachers, the performance of teachers’ students, as defined in §150.1001(f)(2) of this title, shall count for at least 20% of a teacher’s summative score.

f. Each teacher shall be evaluated on the performance of teachers’ students using one of the terms from the following categories:
   1. Distinguished or well above expectations;
   2. Accomplished or above expectations;
   3. Proficient or at expectations;
   4. Developing or below expectations; or
   5. Improvement needed or well below expectations.

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**150.1003. Appraisals, Data Sources, and Conferences.**

a. Each teacher must be appraised each school year, except as provided by subsection (l) of this section. Whenever possible, an appraisal shall be based on the teacher’s performance in fields and teaching assignments for which he or she is certified.

b. The annual teacher appraisal, or full appraisal, shall include:
   1. **A completed and appraiser-approved Goal-Setting and Professional Development Plan that shall be:**
      A. Submitted to the teacher’s appraiser within the first six weeks from the day of completion of the
Texas Teacher Evaluation and Support System (T-TESS) orientation, as described in §150.1006 of this title (relating to Teacher Orientation), 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. For a teacher in the first year of appraisal under the T-TESS or for teachers new to the district, a Goal-Setting and Professional Development Plan conference prior to the teacher submitting the plan to the teacher’s appraiser;

3. After a teacher’s first year of appraisal under the T-TESS within the district, an observation pre-conference conducted prior to announced observations;

4. At least one classroom observation of a minimum of 45 minutes, as described in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser and in accordance with the Texas Education Code, §21.352(c-1). Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher’s summative appraisal ratings, in which case the written summary shall be shared within 10 working days after the completion of the additional observation or walk-through. Section 150.1004 of this title (relating to Teacher Response and Appeals) applies to a written summary of an additional observation or walkthrough that will impact the teacher’s summative appraisal ratings;

5. An observation post-conference that:
   A. Shall be conducted within 10 working days after the completion of an observation;
   B. Is diagnostic and prescriptive in nature;
   C. Includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement; and
   D. Can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher;

6. Cumulative data, as described in subsection (f) of this section, from written documentation collected regarding job related teacher performance in addition to formal classroom observations;

7. An end-of-year conference that:
   A. Reviews the appraisal data collected throughout the current school year and previous school years, if available;
   B. Examines and discusses the evidence related to the teacher’s performance on the four dimensions of Domain IV of the T-TESS rubric, as described in §150.1002(a)(4) of this title (relating to Assessment of Teacher Performance);
   C. Examines and discusses evidence related to the performance of teachers’ students, as defined in §150.1001(f)(2) of this title (relating to General Provisions), when available; and
   D. Identifies potential goals and professional development activities for the teacher for the next school year; and
8. A written summative annual appraisal report to be provided to the teacher within 10 working days of the conclusion of the end-of-year conference.

c. A teacher may be given advance notice of the date or time of an observation, but advance notice is not required.

d. Each school district shall establish a calendar for the appraisal of teachers and provide that calendar to teachers within three weeks from the first day of instruction. The appraisal period for each teacher must include all of the days of a teacher’s contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:

1. Exclude observations in the two weeks following the day of completion of the T-TESS orientation in the school years when an orientation is required, as described in §150.1006 of this title; and

2. Indicate a period for end-of-year conferences that ends no later than 15 working days before the last day of instruction for students.

e. During the appraisal period, the certified appraiser shall evaluate and document teacher performance specifically related to the domain criteria, as identified in §150.1002(a) of this title, and the performance of teachers’ students, as defined in §150.1001(f)(2) of this title.

f. The certified appraiser is responsible for documentation of the cumulative data identified in subsection (b)(6) of this section. Any third-party information from a source other than the certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified appraiser. Any documentation that will influence the teacher’s summative annual appraisal report must be shared in writing with the teacher within 10 working days of the certified appraiser’s knowledge of the occurrence. The principal shall also be notified in writing of the cumulative data when the certified appraiser is not the teacher’s principal.

g. By written, mutual consent of the teacher and the certified appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

h. A written summative annual appraisal report shall 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 shall be placed in the teacher’s personnel file by the end of the appraisal period.

i. An end-of-year conference shall be held within a time frame specified on the school district calendar, no later than 15 working days before the last day of instruction for students. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year; the teacher’s efforts as they pertain to Domain IV, as identified in §150.1002(a) of this title; the results of the performance of teachers’ students, when available, as defined in §150.1001(f)(2) of this title; and the potential goals and professional development plans, as identified in subsection (b) of this section, for the following year. The written summative annual appraisal report shall be shared with the teacher within 10 working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.

j. In cases where the certified appraiser is not an administrator on the teacher’s campus, as defined in §150.1005(b) of this title (relating to Appraiser Qualifications), either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the end-of-year conference.

k. Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher’s evaluation in any dimension, another summative report shall be developed to inform the teacher of the change(s).

l. Except as otherwise provided by this subsection, a full appraisal must be done at least once during
each school year. A teacher may receive a full appraisal less frequently if the teacher agrees in writing and the teacher’s most recent full appraisal resulted in the teacher receiving summative ratings of at least proficient on nine of the sixteen dimensions identified in §150.1002(a) of this title and did not identify any area of deficiency, defined as a rating of Improvement Needed or its equivalent, on any of the sixteen dimensions identified in §150.1002(a) of this title or the performance of teachers’ students, as defined in §150.1001(f)(2) of this title. A teacher who receives a full appraisal less than annually must receive a full appraisal at least once during each period of five school years.

1. **District policy may stipulate:**
   - Whether the option to receive a full appraisal less frequently than annually is to be made available to teachers;
   - Whether the option to receive a full appraisal less frequently than annually is to be adopted district wide or is to be campus specific;
   - If the appraisal accompanying a teacher new to a district or campus meets the option as specified in this subsection, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and
   - Whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented in accordance with subsections (b)(6) and (f) of this section.

2. **A school district may choose annually to review the written agreement to have less frequent full appraisals with the teacher.** However, at the conclusion of the school year, the district may modify appraisal options through board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher’s participation in the appraisal option in the previous year(s).

3. **In a year in which a teacher does not receive a full appraisal due to meeting the requirements identified in this subsection, a teacher shall participate in:**
   - The Goal-Setting and Professional Development Plan process, as identified in subsection (b)(1) of this section;
   - The performance of teachers’ students, as defined in §150.1001(f)(2) of this title; and
   - A modified end-of-year conference that addresses:
     i. The progress on the Goal-Setting and Professional Development Plan;
     ii. The performance of teachers’ students, as defined in §150.1001(f)(2) of this title; and
     iii. The following year’s Goal-Setting and Professional Development plan.

150.1004. **Teacher Response and Appeals.**

a. A teacher may submit a written response or rebuttal at the following times:
   - **For Domains I, II, and III,** as identified in §150.1002(a) of this title (relating to Assessment of Teacher Performance), after receiving a written observation summary or any other written documentation related to the ratings of those three domains; or
   - **For Domain IV,** as identified in §150.1002(a) of this title, and for the performance of teachers’ students, as defined in §150.1001(f)(2) of this title (relating to General Provisions, after receiving a written summative annual appraisal report.

b. Any written response or rebuttal must be submitted within 10 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, and III, as identified in §150.1002(a) of this title, if those ratings are based entirely on observation summaries or written documentation already submitted within 10 working days of receiving a written observation summary or a written summative annual appraisal report.
received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

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

   1. For Domains I, II, and III, as identified in §150.1002(a) of this title, after receiving a written observation summary with which the teacher disagrees; or

   2. For Domain IV, as identified in §150.1002(a) of this title, and for the performance of teachers’ students, as defined in §150.1001(f)(2) of this title, after receiving a written summative annual appraisal report with which the teacher disagrees.

d. The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. A teacher may not request a second appraisal by another certified appraiser in response to a written summative annual appraisal report for the ratings of dimensions in Domains I, II, and III, as identified in §150.1002(a) of this title, 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.

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

f. The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains 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.

g. Each school district shall adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

150.1005. Appraiser Qualifications.

a. The teacher appraisal process requires at least one certified appraiser.

b. Under the Texas Teacher Evaluation and Support System (T-TESS), a campus administrator includes a principal, an assistant principal, an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification, or supervisory staff whose job description includes the appraisal of teachers and who is not a classroom teacher. Only in the event of the circumstances identified in subsection (d) of this section may an individual other than a campus administrator act as a certified appraiser.

c. Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advancing Educational Leadership (AEL) certification. Appraisers without ILT, ILD, or AEL certification before January 1, 2016, may not take ILT or ILD to satisfy this requirement. Periodic recertification and training shall be required.

d. An individual other than a campus administrator may act as a certified appraiser if:

   1. The individual has been certified by completing the training required under subsection (c) of this section prior to conducting appraisals; and

   2. (2) In the case where the certified appraiser is a classroom teacher, the certified appraiser:

      A. Conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of a department or grade level whose job description includes classroom observation responsibilities; or
B. Does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

150.1006. Teacher Orientations.

a. A school district shall ensure that a teacher is provided with an orientation of the Texas Teacher Evaluation and Support System (T-TESS) no later than the final day of the first three weeks of school and at least two weeks before the first observation when:

   A. (1) the teacher is new to the district;
   B. (2) the teacher has never been appraised under the T-TESS; or
   C. (3) district policy regarding teacher appraisal has changed since the last time the teacher was provided with an orientation to the T-TESS.

b. The teacher orientation shall be conducted in a face-to-face setting during a district’s first year of T-TESS implementation and include all state and local appraisal policies and the local appraisal calendar. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the T-TESS specifics and to have their questions answered.

150.1007. Alternatives to the Commissioner’s Recommended Appraisal System.

a. District option. A school district that does not choose to use the commissioner’s recommended appraisal system must develop its own teacher appraisal system supported by locally adopted policy and procedures and by the processes outlined in the Texas Education Code (TEC), §21.352.

1. The school district-level planning and decision-making committee shall:

   A. Develop an appraisal process;
   B. Develop evaluation criteria, including discipline management and performance of the teacher’s students; and
   C. Consult with the campus planning and decision-making committee on each campus in the school district.

2. The appraisal process shall include:

   A. At least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c);
   B. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
   C. Criteria based on observable, job-related behavior, including:

      i. The teacher’s implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title (relating to General Provisions); and
      ii. Beginning with the 2017-2018 school year, the performance of teachers’ students, as defined in §150.1001(f)(2) of this title.

3. The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.

b. Campus option. A campus within a school district may choose to develop a local system as provided in this subsection.

1. The campus planning and decision-making committee shall:

   A. Develop an appraisal process;
B. Develop evaluation criteria, including discipline management and performance of the teacher’s students; and  
C. Submit the process and criteria to the district-level planning and decision-making committee. 

2. (2) The appraisal process shall include: 
   A. At least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c);  
   B. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and  
   C. Criteria based on observable, job-related behavior, including:  
      i. The teacher’s implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title; and  
      ii. Beginning with the 2017-2018 school year, the performance of teachers’ students, as defined in §150.1001(f)(2) of this title. 

3. Upon submission of the appraisal process and criteria to the school district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent. 

4. The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee’s recommendation, and the superintendent’s recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria. 

150.1008. District Submissions to Regional Education Service Center. 

a. The superintendent shall notify the executive director of its regional education service center in writing of the district’s choice of appraisal system when using an alternative to the commissioner’s recommended appraisal system and detail the components of that system by the first day of instruction for the school year in which the alternative system is used. 

b. Each school district shall submit annually to its regional education service center a summary of the campus-level evaluation scores from the Texas Teacher Evaluation and Support System, or the district’s locally adopted appraisal system, in a manner prescribed by the commissioner of education.
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