

**KISD T-TESS APPRAISAL GUIDELINES**  
**School Year: 2018- 2019**

I. General Provisions

- A. Teachers shall be appraised through the use of the Texas Teacher Evaluation and Support System (T-TESS).
- B. Each teacher shall be appraised in the performance of his/her duties and shall be assigned an appraiser.
  - (1) An appraisal is administered every year for the following teachers:
    - (a) teachers who are probationary according to their contract
    - (b) teachers identified as “Improvement Needed”
    - (c) teachers identified by the campus appraiser and/or teacher as needing an appraisal (these may include, but are not limited to, teachers new to campus, teachers new to a grade level or content area, teachers identified during current school year as needing an appraisal based on walkthrough(s) or other documentation). It is the duty of the appraiser to notify the teacher in writing if the teacher has been identified as one needing an appraisal. This notification will happen no later than **ten (10)** working days.  
*(Available in Strive)*
  - (2) \*An appraisal is administered every two years for teachers receiving summative ratings of at least proficient on nine of the *seventeen* dimensions identified and did not identify any area of deficiency, defined as a rating of Improvement Needed on any of the *seventeen* dimensions identified in T-TESS. §150.1003(l)
  - (3) \*An appraisal is administered every three years for teachers receiving summative ratings of at least proficient on twelve of the *seventeen* dimensions identified and did not identify any area of deficiency, defined as a rating of Improvement Needed on any of the *seventeen* dimensions identified in T-TESS. §150.1003(l)
  - (4) The performance of teachers’ students is how the individual teacher’s students progress academically in response to the teacher’s pedagogical practice is measured at the individual teacher level by one or more student learning objectives (SLO) (§150.1001 issued under the Texas Education Code §21.351 and §21.352).
  - (5) A teacher who is not appraised must electronically sign the KISD T-TESS Exempt Agreement Form - Commissioner’s Rules – §150.1003(l) *(Available in Strive)*, indicating his/her agreement to not be formally appraised for the current school year *(from the previous PDAS appraisal waiver requirement)*.
  - (6) All appraisers should login to SSRS to run the Teacher Appraisal Frequency Report. Then, update appraisee type for all teachers in Strive.
  - (7) Teachers issued employment agreements will not be formally appraised. However, these teachers shall be assigned an appraiser who shall conduct walkthroughs and provide feedback.  
*\*Initial year of implementation; totals subject to change in 2019-2020*

- C. The results of the appraisal of teachers shall be used for professional development purposes and shall be used as one component for contract renewal considerations.
- D. Each teacher's appraiser shall be a trained, KISD certified T-TESS appraiser. Unless otherwise stipulated in these guidelines, a teacher's appraiser shall be an administrator assigned to the same campus as the teacher. At all school campuses having assistant principals, the principal and assistant principal(s) shall serve as Teacher Appraisers, as determined by the principal.  
*Note: Student activities coordinators may serve as appraisers, as may campus special education coordinators (for special education teachers only). See "Appraisal of Special Program Teachers" (Section VIII) for further information.*
- E. A teacher's appraisal shall be based on her/his performance in fields and teaching assignments for which she/he is certified.

## II. T-TESS Orientation

- A. T-TESS Local Guidelines and Appraisal Calendar: Principals/Appraisers shall provide access to KISD T-TESS Appraisal Guidelines, the T-TESS Teacher Guide, and the T-TESS Appraisal Calendar (located on the Leadership Development website) to all returning teachers assigned to their supervision at the beginning of the school year.
- B. Orientation Attendance:
  - (1) All new or new-to-KISD teachers must complete KISD T-TESS orientation at their home campus during August in-service weeks.
  - (2) Principals and other appraisers shall ensure that all new teachers hired after campus T-TESS training in August attend District T-TESS orientation no later than **three (3) weeks** after their first day on contract and at least **two (2) weeks** prior to their first formal observation. Principals are responsible for ensuring that teachers attend the first available T-TESS orientation. Sessions are offered on the first Tuesday of each month (with the exception of Tuesday, January 1, 2019). This requirement also applies to current professional employees who change to a T-TESS appraised position.
  - (3) Teachers appraised with all components of T-TESS in 2017-2018 must complete the Teacher Refresher as outlined by teachfortexas.org at their home campus during August in-service weeks.

## III. The Appraisal: Observations, Conferences, Data Sources and Summative Annual Appraisal Report

- A. Goal-Setting and Professional Development Plans for teachers in their **first** year of the appraisal under T-TESS or for teachers new to the district shall be:
  - (1) Completed in Strive (professional goal **and** student learning objectives (SLO) *with* corresponding professional development for both);

- (a) Submitted to the appraiser for approval within the first **eight (8) weeks** from the day of completion of the T-TESS orientation during the first **three (3) weeks** of school or employment;
  - (b) Maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activated detailed in the approved plan;
  - (c) Revised as needed based on changes to the context of the teacher's assignment during the current school year,
  - (d) shared with the appraiser no later than **five (5)** working days 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) Schedule an *in-person* goal-setting conference with his or her appraiser prior to submission to discuss the Goal Setting and Professional Development Plan
- B. Goal Setting and Professional Development Plans for teachers appraised with all components of T-TESS in the 2017-2018 school year shall be:
- (1) Initially drafted in conjunction with the teacher's end-of-year conference from the previous year *or* updated in Strive (professional goal **and** student learning objectives (SLO) *with* corresponding professional development for both);
  - (a) Submitted to the teacher's appraiser for approval within the first **eight (8) weeks** of instruction);
  - (b) Maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activated detailed in the approved plan;
  - (c) Revised as needed based on changes to the context of the teacher's assignment during the current school year,
  - (d) Shared with the appraiser no later than **five (5)** working days 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) Schedule an *in-person* goal-setting conference with his or her appraiser prior to submission to discuss the Goal Setting and Professional Development Plan *if needed*.
- C. Pre-observation Conference: An individual pre-observation conference must be conducted within a **ten (10)** working day window before the scheduled teacher's formal observation occurs. The appraiser shall be responsible for conducting the conference.
- D. Formal Observation: Each teacher being appraised will receive at least one classroom observation of a minimum of 45 minutes. The formal observation shall be conducted during the appraisal period only on the days allowed in the appraisal calendar.
- E. Advance Notice: According to Board policy, classroom observations (45 minutes) of teachers shall be scheduled by date and time of day. Before the observation occurs, the length of the observation may be waived by written mutual consent of the teacher and the certified appraiser. In cases

- where the length of time is waived, time segments must aggregate to at least 45 minutes.
- F. Written Observation Summary Report: After the formal observation, the appraiser must complete a written summary. The written summary shall include ratings for all dimensions in Domains I, II, and III and shall be developed in Strive.
- G. Observation Post Conference: All teachers who are appraised must have an observation post conference that;
- (1) shall be conducted within **ten (10)** working days after the completion of an observation;
  - (2) is diagnostic and prescriptive in nature;
  - (3) 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 of refinement; and
  - (4) 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
  - (5) teacher brings/submits an up-to-date Student Growth Tracker to discuss SLO progress or discusses it with appraiser in PLC.
- H. End of Year Conference: All teachers that are appraised must have an end of year conference that:
- (1) Shall be held within a time frame specified on the District appraisal calendar and no later than **fifteen (15)** working days before the last day of instruction for students – no later than **April 24, 2019**;
  - (2) Allows the teacher to share evidence of goal attainment by **creating the End of Year Goal Reflection document in Strive and electronically submitting to appraisers for approval no later than 5 days before the end of year conference. Appraisers will approve and teachers will electronically sign the document.**
  - (3) Reviews the appraisal data collected throughout the current school year;
  - (4) 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 the Commissioner's Rules (relating to Assessment of Teacher Performance);
  - (5) Identifies potential goals and professional development activities for the teacher for the next school year.
- I. **Appraisers shall complete the written summative annual appraisal report in Strive within ten (10) working days of the conclusion of the end of year conference no later than fifteen (15) working days before the last day of instruction for students. Then, **select Let Staff View to collect electronic signatures. All electronic signatures must be obtained no later than May 8, 2019.****
- (1) Any documentation collected after the summative 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 domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s).

- (2) The **electronically signed** written summative annual appraisal report will be maintained in Strive. Human Resources has access to all electronic documents, so any supporting documentation shall remain in staff file on campus.
  - (3) If a teacher is (a) promoted, (b) hired after the timelines can be met for an appraisal, (c) on approved leave or (d) resigns, and therefore will **not** have the end-of-year conference, the **letter in lieu of the written summative annual appraisal report shall be created in Strive (Evaluation Documents>Letters in Lieu of Summative).**
- J. Requirements for Teachers Not Being Appraised:  
Teachers who are **not** appraised **must** electronically sign the **KISD T-TESS Exempt Agreement Form in Strive by October 19, 2018 and shall participate in:**
- (1) Goal-Setting and Professional Development process;
  - (2) ALL teachers shall complete a Professional Goal, Student Learning Objective (SLO), and Professional Development Plan that shall be:
    - (a) Updated in Strive (professional goal **and** student learning objective *with* corresponding professional development for both);
    - (b) Submitted to the appraiser within the first **eight (8) weeks** from the day of completion of the T-TESS orientation first **three (3) weeks** of school/employment);
    - (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 activated detailed in the approved plan;
    - (d) Revised as needed based on changes to the context of the teacher's assignment during the current school year,
    - (e) Shared with the appraiser prior to the end-of-year conference;
    - (f) 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
  - (3) Goal Setting conferences **must** be conducted for teachers **not** being appraised. These conferences should be completed by **October 19, 2018**
  - (4) Documentation, including (professional goal **and** student learning objectives (SLO) *with* corresponding professional development for both) will be shared with the appraiser during the fall conference.
  - (5) Additional walkthroughs and/or observations may be conducted at the discretion of the appraiser.
  - (6) Teacher brings/submits an up-to-date Student Growth Tracker to a PLC or other opportunity to discuss SLO progress with appraiser.
  - (7) Teachers not being appraised **must** participate in a modified end-of-year conference. The **required** end-of-year conference for teachers **not being appraised** will determine if professional goals and student learning objectives were achieved, and the following year's Goal-Setting and Professional Development Plan.
  - (8) Teachers **create the End of Year Goal Reflection document in Strive and submit electronically to appraisers for approval no later than 5 working days before the end of year conference.**

Appraisers will approve and teachers will electronically sign the document.

- (9) The **electronically signed** KISD T-TESS End of Year Goal Reflection Forms will be maintained in Strive. Any supporting documentation remains on campus.

#### IV. Documentation

- A. Walkthroughs: *All teachers shall receive **two (2)** walkthroughs every nine weeks. However, additional observations and walkthroughs may be conducted at the discretion of the certified appraiser.*
- B. Additional Documentation: During the appraisal period, the appraiser shall *continually evaluate AND document* performance specifically related to the criteria and the indicators specified in the T-TESS Teacher's Guide.
- C. Third Party Documentation: The appraiser is responsible for documentation of the cumulative data identified in subsection §150.1003(f) of Commissioner's Rules. 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. *Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within **ten (10)** working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.*

#### V. Teacher Response and Appeals

- A. A teacher may submit a written response or rebuttal for Domains I, II, III, as identified in §150.1002(a) of this title (relating to Assessment of Teacher Performance), after receiving a written documentation related to the ratings of those three domains.
- B. Any written response or rebuttal must be submitted within **ten (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 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. A teacher **may not request** a second appraisal by another certified appraiser in response 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 received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal. The timeline and process shall be as follows:

- (1) For Domains I, II, and III, [§150.1002(a)] after receiving a written observation summary with which the teacher disagrees or for Domain IV [§150.1002(a)] after receiving a written summative annual appraisal report with which the teacher disagrees.
- (2) The teacher shall submit a written request to her/his appraiser within **ten (10)** working days of receipt of the written observation summary or a written summative annual appraisal report.
- (3) The appraiser shall provide the KISD representative a copy of the teacher's written request within **seven (7)** working days of the receipt of the request.
- (4) The KISD designee shall appoint a second appraiser from a pool of certified appraisers who are assigned to campuses other than the educator's home campus and will notify the teacher in writing.
- (5) The second observation must be conducted within **fifteen (15)** working days of the second appraiser being appointed. This timeline may be waived upon agreement of both the teacher and the second appraiser.
- (6) Once the second appraiser has been assigned, the teacher and the second appraiser shall determine a mutually agreed upon day and time to conduct the observation.
- (7) The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I through 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.
- (8) The *second* appraiser shall follow the rules of documentation and shall conduct a conference with the teacher to review the scoring of the second appraisal document. It is the duty of the second appraiser to give the signed copy of the second appraisal document to the teacher's campus appraiser.
- (9) The KISD designee will combine the scores for the two appraisals. Scores for the dimensions in I, II, and III shall be combined and averaged (50/50). The average of these two scores shall be used to determine the rating for each domain for the combined written summative annual appraisal report. The *primary* appraiser shall conduct the conference for the combined report.
- (10) After this conference is held to share the combined report, the primary appraiser *shall scan* the signed document reflecting the combined scores into Strive as documentation for the current year's records.

D. Grievances

KISD Policy DGBA (Local) addresses grievance procedures.

VI. Professional Intervention Plans

A. A teacher whose performance meets any of the following circumstances may be placed on a Professional Intervention Plan:

- (1) \*A teacher who is evaluated as "Improvement Needed" in four of seventeen dimensions; or

- (2) At any time at the discretion of the appraiser when the appraiser has documentation that would potentially produce an evaluation rating of “Improvement Needed”.
- B. The Professional Intervention Plan should, in most cases, be completed within **fifteen (15)** working days of the “need” being determined.
- C. When a teacher is designated as in need of a Professional Intervention Plan, the appraiser and/or the teacher’s supervisor shall, *in consultation with the teacher*, develop an intervention plan *as soon as possible* that includes the following:
- (1) domain(s) / dimension(s) that designate a teacher as “improvement needed”;
  - (2) directives or recommendations for refinement for professional improvement activities;
  - (3) evidence that is used to determine successful completion of professional improvement activities;
  - (4) directives for changes in teacher behavior;
  - (5) evidence that is used to determine if teacher behavior has changed; and
  - (6) a specific timeline for successful completion.
- D. In cases when the teacher’s appraiser is not the teacher’s principal, the principal shall be involved in the development and evaluation of the intervention plan.
- E. A teacher who has not met all requirements of the Professional Intervention Plan for teachers in “Improvement Needed” by the time specified may be considered for separation from the assignment, campus, and/or district.
- F. The Professional Intervention Plan shall include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.
- G. Multiple intervention plans may be developed for an individual teacher if necessary.

VII. Assessment of Teacher Performance

**The teacher must be evaluated in ALL four (4) T-TESS Domains.** (TEC §150.1002)

- A. Each teacher shall be appraised on the following domains:
- (1) Domain I: Planning
    - (a) Standards and Alignment
    - (b) Data and Assessment
    - (c) Knowledge of Students
    - (d) Activities;
  - (2) Domain II: Instruction
    - (a) Achieving Expectations
    - (b) Content Knowledge and Expertise
    - (c) Communication
    - (d) Differentiation
    - (e) Monitor and Adjust;
  - (3) Domain III: Learning Environment

- (a) Classroom Environment, Routines, and Procedures
      - (b) Managing Student Behavior
      - (c) Classroom Culture
    - (4) Domain IV: Professional Practices and Responsibilities
      - (a) Professional Demeanor and Ethics
      - (b) Goal Setting
      - (c) Professional Development
      - (d) School Community Involvement
    - (5) Student Learning Objective (SLO) Component (17<sup>th</sup> Dimension)  
*The performance of teachers' students is how the individual teacher's students progress academically in response to the teacher's pedagogical practice is measured at the individual teacher level by one or more student growth measures (§ 150.1001 issued under the Texas Education Code §21.351 and §21.352).*
  - B. Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process. The data for the appraisal of each dimension shall be gathered from preconferences, observations, post conferences, end of year conferences, the Teacher Goal-Setting Conference and Professional Development Plan process, and other documented sources.
  - C. Each teacher shall be evaluated on Domains I through IV using the following categories:
    - (1) Distinguished;
    - (2) Accomplished;
    - (3) Proficient;
    - (4) Developing; and
    - (5) Improvement Needed.
- VIII. Appraisal of Special Program Teachers & Teachers Assigned to More Than One Campus
- A. The principal or assistant principal shall serve as the appraiser for special program teachers based on a specific campus. Special program teachers not assigned to a specific campus shall be assigned an appraiser from their educational program office. All appraisers shall be Board-approved T-TESS appraisers. Other non-principals who shall serve as appraisers are: Directors of Elementary & Secondary Curriculum & Professional Development, Executive Director/Director/Coordinators for Special Education
  - B. JROTC Instructors  
JROTC instructors shall be appraised with the T-TESS instrument using the appraisal procedures outlined in this document.
  - C. Teachers Assigned to Multiple Campuses  
The campus at which a teacher teaches in the afternoon will be the home campus for T-TESS purposes unless notified by Human Resources.
- IX. Other Campus Based Professionals

Campus-based personnel serving in other positions will be appraised using the KISD instrument developed for each position. The appraisal process outlined for each position will be followed.

X. Appraisal Calendar 2018 – 2019

- A. In 2018-2019 there is a single appraisal period for all teachers from August 7, 2018 through May 31, 2019 (see 2018-2019 T-TESS calendar). The appraisal period 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 period:
- (1) shall exclude the first **ten (10)** days of instruction;
  - (2) shall prohibit observation on the last day of instruction, before any official school holiday, or on any other day deemed inappropriate by the school district board of trustees; and
  - (3) shall indicate a period for summative annual conferences which ends no later than **fifteen (15)** working days before the last day of instruction for students;
  - (4) shall include all instructional days except:
    - August 27-September 10, 2018
    - October 5, 2018
    - October 8, 2018
    - November 9, 2018
    - November 12, 2018
    - November 16, 2018
    - November 19-23, 2018
    - December 21, 2018 – January 7, 2019
    - January 18, 2019
    - January 21, 2019
    - February 15, 2019
    - February 18, 2019
    - March 8, 2019
    - March 11 - 15, 2019
    - April 18, 2019
    - April 19, 2019
    - May 9 – May 31, 2019
- B. Observations should be excluded for one day prior to and one day following any grade, content or campus-specific EOC/STAAR testing. This applies only to those teachers whose students are being tested (refer to local and state testing calendars for all pertinent dates).
- C. Other information pertaining to the appraisal calendar is as follows:
- (1) When weather dictates the conversion of holidays to instructional days those days as well as the instructional days immediately proceeding the converted holidays shall be available for formal observations.
  - (2) Additional testing dates which are grade level and campus specific have not been designated as non-observation dates and shall be deemed appropriate for observations at the discretion of the campus principal.

**NOTE: Close of business for KISD is 5:00PM.**

T-TESS Scope and Sequence

1. Appraisal calendar and collection of documentation begin (beginning date of teacher's contract). TEC 150.1003(d)
2. A half-day campus T-TESS orientation is required for **all new or new-to-KISD** teachers at their home campus during August in-service week. Any teacher hired after campus T-TESS training in August must attend district T-TESS orientation conducted by a T-TESS certified appraiser within 3 weeks of hire date or at first available training.
3. Teacher professional goal with corresponding professional development, student learning objectives (SLO), and face-to-face conference due for **new or new-to-KISD** teachers (within the first eight **(8) weeks** after T-TESS Orientation). TEC §150.1003 (b)(1)
4. Teacher Goal-Setting, Student Learning Goal, and Professional Development Plans for teachers previously appraised with T-TESS due (within the first **8 weeks** after T-TESS Refresher). TEC §150.1003 (b)(1)
5. Pre-observation conferences are conducted for all teachers who are appraised.
6. Formal observation (45 minutes) scheduled by time and day. (no sooner than **two (2)** weeks following teacher orientation)
7. Written observation summary of formal observation returned to teacher
8. Intervention plans for "Teacher in Improvement Needed" are developed at appropriate times throughout the appraisal calendar. TEC §150.1004
9. Post-observation conferences must be conducted for all teachers who are appraised.
10. Requests for second appraisals could occur, following procedures. TEC §150.1004
11. Written summative annual appraisal report (given to teacher within **ten (10)** working days of the conclusion of the end of year conference and no later than **fifteen (15)** working days before the last day of instruction for students). TEC §150.1003
12. End of year conference conducted (as specified on district appraisal calendar and no later than **fifteen (15)** working days before the last day of instruction for students). TEC §150.1003

DATE: November 2000  
July 2006  
August 2011  
July 2016  
July 2017  
July 2018

CONTACT PERSON:  
Executive Directors of Leadership Development