San Felipe Del Rio CISD
233901
PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(EXHIBIT)

Exhibit A

WAIVER OF FORMAL APPRAISAL

As permitted by state law and within the criteria established by Board policy DNA(LOCAL), I agree to be appraised on a less-than-annual basis.

I understand that I will be appraised at least once every three years in accordance with Board policy.

I understand that during any school year in which I am not scheduled for an appraisal under the *Teacher Evaluation and Support System (T-TESS),* either my principal or I may require that an appraisal be conducted by providing written notice to the other party.

Teacher's name (*print*): _____

Campus: _____

Teacher's signature: _____

Date: _____

Principal name (*print*): _____

Principal's signature: _____

Date: _____

TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM (T-TESS)
TEACHER GOAL-SETTING AND PROFESSIONAL DEVELOPMENT (GSPD) PLAN

The Goal-Setting and Professional Development (GSPD) process is an ongoing, recursive process where teachers reflect on current professional practices, identify professional growth goals, establish a professional development plan to attain those goals, track progress towards goals over the course of the year, and reflect on goal attainment, including how the goals and professional development actually refined practices. The teacher self-assessment, goal setting and professional development are all interwoven and applied throughout the year to positively impact each teacher's professional practices and ultimately increase student performance.

What does the GSPD process encompass?

Teacher Self-Assessment	Each teacher will conduct a self-assessment by **reviewing data** and **reflecting on professional practices** to determine teacher and student needs. In addition to student and teacher data, this review includes an **in-depth analysis** of the domains, dimensions, and descriptors **of the T-TESS Rubric** and the **Texas Teacher Standards** outlined in Texas Administrative Code, Chapter 149. Both of these documents communicate best practices and identify standards for teacher performance. As a result of the self-assessment, the teacher formulates targeted goals to discuss with the appraiser during the *GSPD Conference*. The goals should reflect how the teacher will change his/her practices to effectively impact student outcomes.
GSPD Conference	The GSPD Conference with the appraiser and teacher is critical to the T-TESS support system, as it ensures that both the teacher and appraiser are clear about the goals and subsequent actions to reach the desired outcomes. It is also an opportunity for the teacher to outline the support systems needed to achieve the goals. Per TAC, Chapter 150, the appraiser will approve the goals.
GSPD Plan Implementation and Formative Reviews	The teacher will engage in targeted professional development outlined in the GSPD Plan and periodically assesses how the professional development plan and goals are being met in a way that have an enduring impact on performance with the individual teacher and students. This ideally includes reflective conferences with appraisers or through other professional forums such as faculty meetings, department/grade levels meetings, peer coaching, etc. The teacher will maintain data/evidence to track goal attainment and participation in professional development activities detailed in the approved plan. (TAC, Chapter 150.1003). Although the method for collecting data and evidence to support goal attainment and professional development is a local decision, collecting and maintaining evidence is an important aspect of the T-TESS process. Options may include portfolios, electronic profiles, content management systems, etc.

Prior to the End-of-Year Conference, teachers should prepare to bring their Domain 4 evidence/data prior to the meeting, which includes their GSPD Plan documents and evidence showing progress toward goal attainment and the professional development activity plan. Teachers should also be prepared to discuss activities they have undertaken that conform to the various practices articulated in Domain 4. |
| End-of-Year Conference (Domain 4 Aspect) | This EOY Conference provides an opportunity for the appraiser and the teacher to summarize the year, to collect information that will provide evidence to score Domain 4 of the T-TESS Rubric, and to discuss next year's goal(s) and professional development plan. It is also an opportunity to celebrate successes, identify areas for continue learning to refining practices, record lessons learned, and apply these in new ways. |

Exhibit C

TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM (T-TESS)
ALTERNATE ANNUAL REVIEW
TEACHER GOAL-SETTING AND PROFESSIONAL DEVELOPMENT (GSPD) PLAN

Teacher _____   Teaching Assignment _____

Campus _____   Initial Submission Date_____

Appraiser _____   Appraisal Year _____

Initial Conference Date _____   Appraiser Initials _____ Teacher Initials _____

Formative Review Date _____   Appraiser Initials _____ Teacher Initials _____

Formative Review Date _____   Appraiser Initials _____ Teacher Initials _____

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
The Professional Practices and Responsibilities Domain is rated after the end-of-year conference when the appraiser and teacher meet to finalize the annual appraisal process.
Dimensions:
1. Professional Demeanor and Ethics
2. **Goal Setting**
3. **Professional Development**
4. School Community Involvement

Part I: Data Analysis and Achievement
Note: This section must be provided to the appraiser within six weeks from the day of completion of the orientation (teachers new to T-TESS) or within six weeks from the first day of instruction (teachers previously appraised with T-TESS)

1. Identify the data and processes used to assess students' academic and social-emotional needs.
   - ❑ Texas Academic Performance Report (TAPR)
   - ❑ State student assessment data
   - ❑ Curriculum-correlated assessment data
   - ❑ Diagnostic assessment data and/or observations
   - ❑ Teacher-designed assessments
   - ❑ Other standardized assessment results
   - ❑ Cumulative student performance/classroom data
   - ❑ Other: _____

2. Identify the data and processes used to assess your professional growth areas.
   - ❑ State student assessment data
   - ❑ Formal evaluation results
   - ❑ Walkthrough feedback
   - ❑ Supervisor, colleague and/or peer feedback
   - ❑ Analysis of instructional planning and delivery practices and expertise
   - ❑ Analysis of content knowledge and expertise
   - ❑ Analysis of the learning environment practices and expertise
   - ❑ Analysis of data-driven practices and expertise
   - ❑ Other: _____

Professional Goals:

Goal (What do you want to achieve?) Dimension (What is/are the correlating dimension(s)?)	Actions (How will you accomplish the goal?)	Targeted Completion Date (When do you anticipate your goal will be met?)	Evidence of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)
Goal 1: Dimension(s):			
Goal 2: Dimension(s):			
Goal 3: Dimension(s):			
Goal 4: Dimension(s):			

Part II: Goal Reflection *(See Goals in Part I.)* *This section is completed prior to the end-of-year conference.*

Goal 1 -

a. Identify the evidence of goal attainment/progress, including the impact on student achievement.

b. Identify the professional development participation connections for this goal.

c. Describe how you used this goal and the professional development above to impact instruction and student achievement.

d. What, if anything, would you have done differently? How will you extend this goal/learning?

Goal 2 -

a. Identify the evidence of goal attainment/progress, including the impact on student achievement.

b. Identify the professional development participation connections for this goal.

c. Describe how you used this goal and the professional development above to impact instruction and student achievement.

d. What, if anything, would you have done differently? How will you extend this goal/learning?

Texas Teacher Evaluation and Support System (T-TESS)

Goal Setting and Professional Development Cycle of Continuous Improvement:

Be prepared to discuss target areas for continued professional growth and new goals for next year, along with your professional development plan to support these new goals. In order to organize your thoughts, you may use the area below.

Goal _(What do you want to achieve?)_ **Dimension** _(What is/are the correlating dimension(s)?_	Actions _(How will you accomplish the goal?)_
Goal 1: _Dimension(s):_	
Goal 2: _Dimension(s):_	

End-of-Year Conference Date _____

Appraiser's Signature _____

Teacher's Signature _____

Texas Teacher Evaluation and Support System (T-TESS)