

# **The Teacher Excellence System**

## **The Teacher Evaluation and Compensation System Concept Paper for HISD**

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**DRAFT**

## The Teacher Evaluation and Compensation System Concept Paper for HISD

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### Part 1: Teacher Evaluation

It is an open secret in our profession that most teacher evaluations are perfunctory and hold little meaning for the overwhelming majority of teachers. Most evaluations are not tied to compensation or salary increases and play almost no role in professional development. Nor do they help determine the effectiveness of a teacher. According to The New Teacher Project's seminal report, *The Widget Effect*, most school leaders cannot tell parents which teachers are truly highly effective.

*Put simply, they fail to distinguish great teaching from good, good from fair, and fair from poor. A teacher's effectiveness—the most important factor for schools in improving student achievement—is not measured, recorded, or used to inform decision-making in any meaningful way.<sup>1</sup>*

Many teachers and school leaders believe teacher effectiveness cannot be measured accurately or that one will “know it when he sees it.” Others believe there is no way to design a fair system or one that will take into account the unseen variables such as teacher-student rapport. These long-standing arguments, however, have usually allowed the perfect to be the enemy of the good.

Teacher effectiveness can be measured. In one 2013 study of 3,000 teachers commissioned by the Bill and Melinda Gates Foundation, researchers concluded that effective teaching can be measured and that we can identify specific measures that determine effective teaching.<sup>2</sup>

Numerous other studies have consistently identified the quality of a teacher as being the single most important school-based influence on a student's academic achievement.<sup>3</sup>

The failure to assess teacher effectiveness in a rigorous way is one of the key failures of our current public education system. Teacher evaluations should be an integral part of any district *system* – connected to professional development, compensation, continuous improvement, recruitment and retention, and the development of a high-performance culture. The diagram

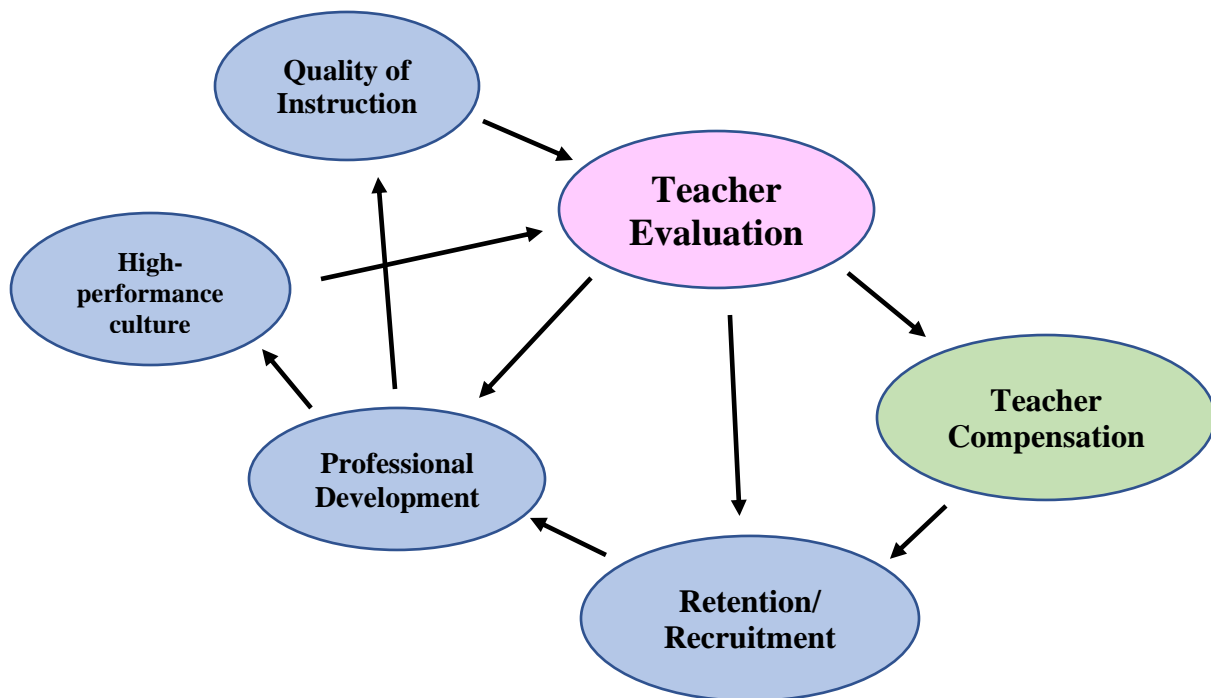
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<sup>1</sup> *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. The New Teacher Project, 2009.

<sup>2</sup> *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study*. Bill and Melinda Gates Foundation, January 2013.

<sup>3</sup> Darling-Hammond (2000), Rockoff (2004), Rivkin, Hanushek, and Kane (2005), Sanders and Rivers (1996)

below outlines some of the connections with teacher evaluations in a district. No district can significantly improve academic achievement or student success if it does not know who is teaching effectively and if it does not have at least some degree of accountability for teaching effectively. And one cannot properly support teachers and continuously improve the quality of instruction without an effective evaluation system. If teacher evaluation is disconnected from or has little meaning to the rest of the system, then that misalignment will cause dysfunction throughout the entire district.



### Principles of an effective evaluation system<sup>4</sup>

There are numerous ways to design a teacher evaluation system that is aligned with the rest of the District system. The plan should be designed to help achieve the goals of the organization. Similar to the notion of form following function, the key elements of the system should also be tied to core principles and operational parameters.

While the devil may be in the details, the real debate should center on the principles that will guide development of the plan and that will help decide conflicts during implementation. HISD's guiding principles and parameters include:

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<sup>4</sup> This section is adapted from Mike Miles' earlier work designing the pay-for-performance initiative of the Dallas Independent School District.

- ***Student academic achievement results will count for approximately 35 percent of a teacher's evaluation.***

The MET Project recommends achievement results count for 33 to 50 percent of a teacher's evaluation.<sup>5</sup>

- ***The Houston TES plan must focus on results.***

There is a difference between “process” indicators and “results.” This principle applies even on the performance side of the equation. A process indicator is a teacher behavior that is observable and that generally can be assessed. However, it does not necessarily contribute directly to improved instruction or student achievement. For example, turning in lesson plans is a process indicator. While designing effective lesson plans is important and part of the teacher evaluation rubric, the ability to write lesson plans is not as important as the execution of the lesson plan and the delivery of effective instruction. Similarly, portfolios of student work (process indicator) hold less weight than on-demand demonstrations of student learning (outcome of effective teaching).



- ***The plan must include individual accountability.***

A district could derive a teacher's student achievement score based on the achievement scores of students the teacher actually instructs (individual accountability), or based on the aggregate scores of a larger group of students, such as students in the same grade, discipline, school, or district (group accountability). The predominant part of a teacher's student achievement score should be tied to the achievement scores of students the teacher actually instructs (individual accountability).

- ***The plan must be fair, accurate, and rigorous; it may not always be equal.***

While the district strives for equality in a number of areas—class size, availability of textbooks, amount of instructional time—it recognizes that schools have some degree of autonomy and that there will always be differences. The Houston TES plan does not attempt to take into account differences in class size, the number of English language learners in a class, the number of minutes devoted to teaching reading in a school, etc.

- ***The plan must include all classroom teachers and must be equally rigorous for all grades and disciplines.***

In order for the plan to be fair, the chance of a high school math teacher achieving a distinguished evaluation must be similar to the chance of an elementary art teacher receiving a distinguished evaluation. It is the acceptance of this principle that requires the district to assess what students have learned for all grades and disciplines.

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<sup>5</sup> *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study.* Bill and Melinda Gates Foundation, Jan. 2013, pp. 11-14.

- ***The Houston TES plan will differentiate professional learning supports based on data from the evaluation system.***

One of the greatest opportunities of a more accurate evaluation system is the ability to more effectively identify professional development needs for those in need of support. We will also have more opportunity to leverage the identified strengths of proficient teachers in mentoring others.



- ***The Houston evaluation plan should align with the compensation plan.***  
Essentially, teachers who are more effective should earn significantly more money than a less effective teacher.
- ***The implementation of the plan must be standardized.***  
The development, administration, and scoring of assessments, for example, should be standardized across the district.
- ***HISD will start “version one,” knowing that there will have to be revisions.***  
Our plan will be comprehensive, and it will attempt to strike the right balance between complexity and fairness. Like a computer operating system, the plan is to continue improving the evaluation system every year. As Chip Heath and Dan Heath note in *Switch*, the key is to “look for a strong beginning and a strong ending and get moving.”<sup>6</sup>

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<sup>6</sup> Chip Heath and Dan Heath, *Switch* (New York, New York: Broadway Books, 2010), p. 93.

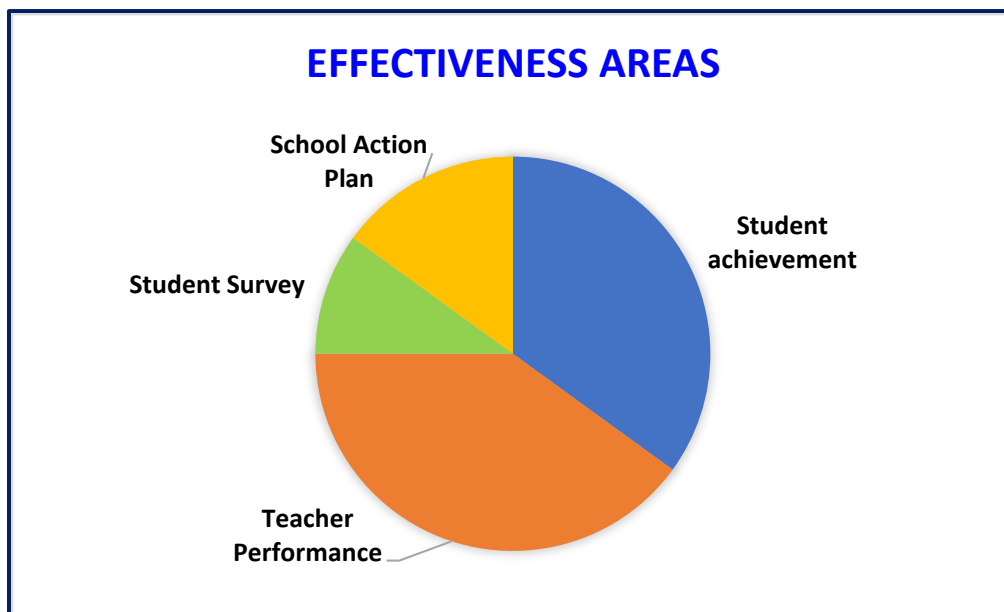
# The Houston Plan to Evaluate Teachers

The purpose of Teacher Excellence System (TES) is to improve teacher effectiveness in order to narrow opportunity gaps and prepare students for a Year 2035 workplace and world. The information derived from the evaluation system will be used to align professional development, teacher recruitment and retention, and teacher compensation.

## Effectiveness areas

We will use the following four areas to assess teacher effectiveness:

- **Student achievement outcomes.** We will use data from district, state, or national assessments such as STARR, DIBELS, NWEA, AP exams, or district-level assessments.
- **Teacher performance.** Teacher performance includes a teacher's score on the teacher evaluation rubric and an assessment of the teacher's quality of instruction as measured on spot observations and through general coaching.
- **Student surveys.** We will use a student survey that is informed by research and similar nationally-developed surveys to assess teachers in grades 3 through 11.
- **School action plan.** This will be a group performance metric based on the school's accomplishment of specific and measurable goals in the School Action Plan. This metric encourages teamwork and support for the other success indicators for a school.



## Teacher categories

Because of significant differences among teachers regarding the type of achievement data that can be gathered, each of the four areas will be weighted a little differently depending upon the “teacher category.”

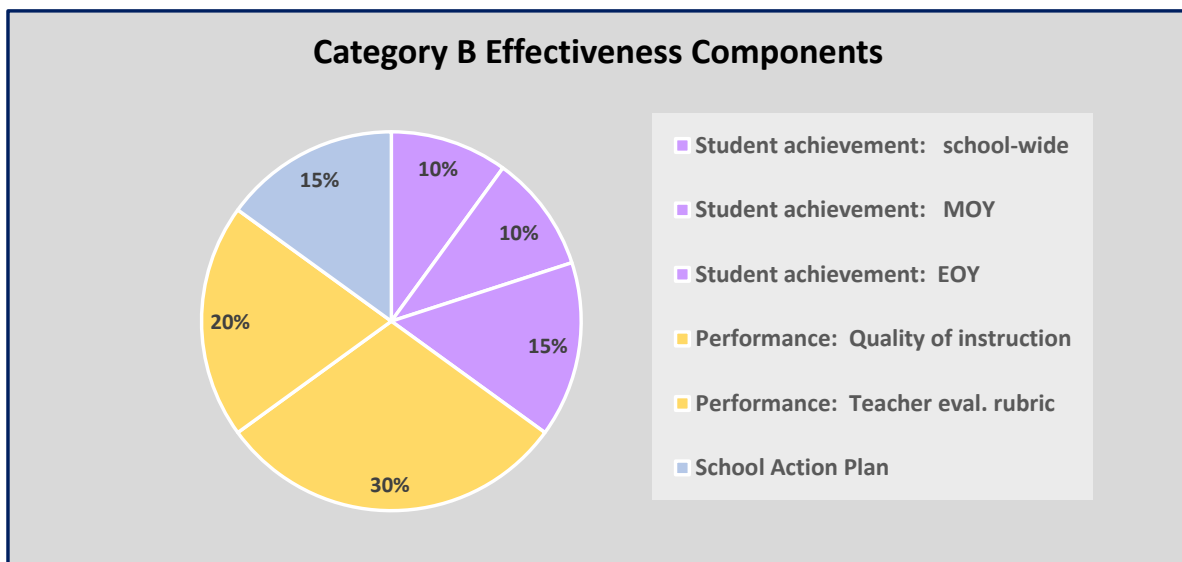
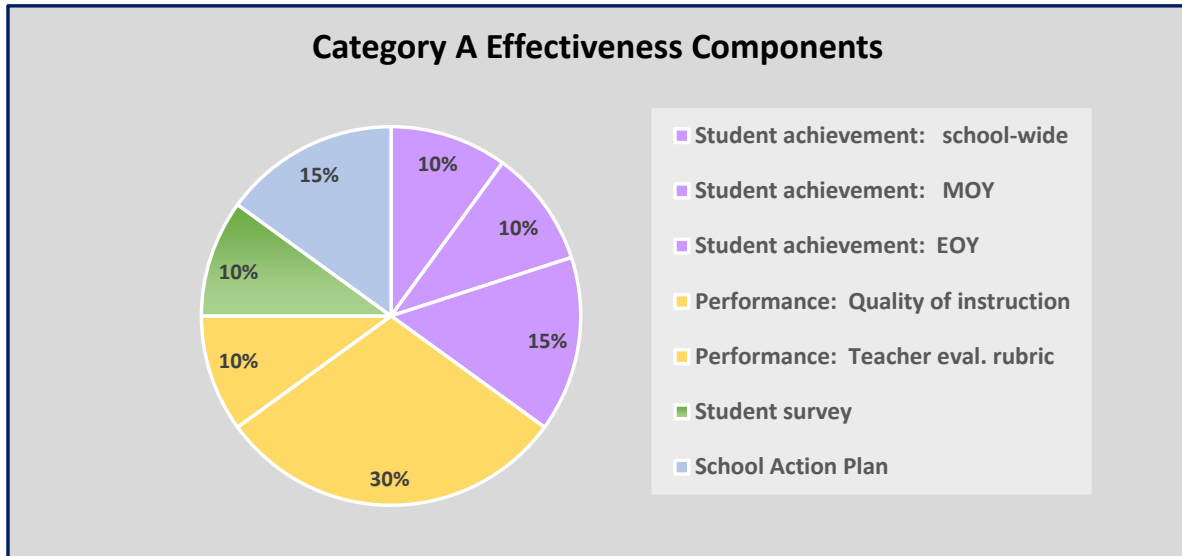
All teachers will be placed in one of four categories depending upon the characteristics outlined below.

- **Category A teachers:** Most third-grade through twelfth-grade teachers will fall in this category. Their students take a district, state, or national assessment.
- **Category B teachers:** Most kindergarten through second-grade teachers are Category B teachers. Their students will take DIBELS or some other assessment. However, their students will not participate in the student survey.
- **Category C teachers:** This category includes most third- through twelfth-grade teachers whose students do not take one of the key assessments. Their students are still eligible to participate in student surveys. Category C teachers’ achievement scores are derived from the school’s STARR or NWEA composite score and the teacher’s “Student Learning Objective.” Most elective teachers and CTE teachers fall in this category.
- **Category D teachers:** This category includes teachers whose students do not take one of the key assessments. Their students may not be able to take the student survey or they are not the teacher of record (as is the case with SPED inclusion teachers). Category D teachers’ achievement scores are derived from the School’s STARR or NWEA composite score and the teacher’s “Student Learning Objective.”

Percentage of the evaluation devoted to each effectiveness area				
Effectiveness area	Student achievement data	Teacher Performance	Student Survey data	School Action Plan
<b>Category A:</b> teacher has district, state, or national achievement data	35%	40%	10%	15%
<b>Category B:</b> teacher has achievement data, but students do not participate in the survey	35%	50%	0%	15%
<b>Category C:</b> student achievement data is not available, but students take the survey	35%	40%	10%	15%
<b>Category D:</b> student achievement data is not available nor are student survey data	35%	50%	0%	15%

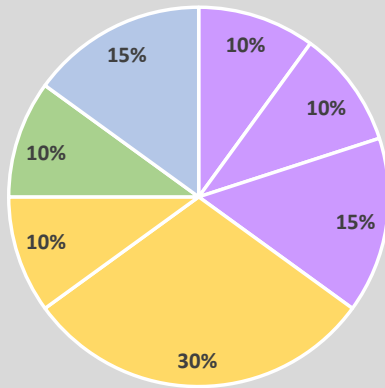


Additionally, the student achievement and teacher performance effectiveness areas have subcomponents. The charts below detail the evaluation areas and components for each category of teacher.



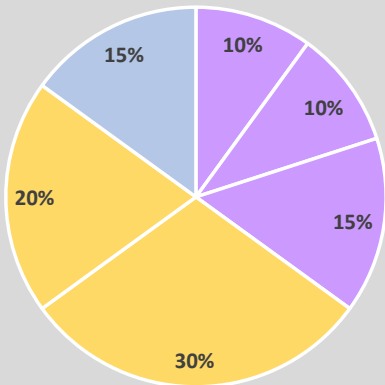


### Category C Effectiveness Components



- Student achievement: school-wide
- Student Learning Objective: MOY
- Student Learning Objective: EOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- Student survey
- School Action Plan

### Category D Effectiveness Components



- Student achievement: school-wide
- Student Learning Objective: MOY
- Student Learning Objective: BOY
- Performance: Quality of instruction
- Performance: Teacher eval. rubric
- School Action Plan

## Evaluation rating

A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the **teacher evaluation rating** (a score out of 100 points). The scores equate to the following seven **effectiveness levels**:<sup>7</sup>

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

The teacher evaluation rating and overall effectiveness level are synonymous for most teachers; however, they are not entirely the same. The teacher evaluation rating is calculated **annually** based on the effectiveness components: performance rubric, student survey results, achievement template, and School Action Plan. A teacher could earn a different evaluation rating every year.

At the end of the first year of TES (2023-2024 school year for NES/A teachers and the 2024-2025 school year for all other teachers), the teacher will receive his/her first evaluation rating under the new system. That evaluation rating will also determine the teacher's effectiveness level. After that first rating, the effectiveness level will be based on the average of the teacher's last two evaluation ratings. When the average of two evaluation ratings equates to a higher level of proficiency, the teacher will be moved to the next level on the overall effectiveness scale. For example, if a teacher finished the 2024-2025 school year with an evaluation rating of 52 points (Proficient I), her effectiveness level would also be Proficient I. If the teacher then received an evaluation rating of 68 points (Proficient II) in the 2025-2026 school year, she would have an average of 60 points and her effectiveness level would be raised to Proficient II.

While the District will use an average of two years to move a teacher to the next higher level, it will use an average of three years before it moves a person down to the next lower level.<sup>8</sup>

Teachers new to the District will be given an effectiveness level based upon a review of their past achievement data and an estimation of their entering proficiency (an entering rating above the Proficient I level, must be approved by the Senior Executive Director of the Unit). Teachers new to the profession and who are first-year teachers will be placed at the "Progressing I" level.

## The Effectiveness Components

There are four effectiveness areas. Two of those areas – student achievement and teacher performance – have subcomponents. So, a teacher's evaluation comprises a total of six or seven components. A description of each component follows.

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<sup>7</sup> This scale is subject to change, depending on the actual distribution of teacher scores and the target distribution (explained later in this paper).

<sup>8</sup> The District reserves the right to non-renew a teacher for poor performance per District policy and Texas law.

<b>Student Achievement Data</b>	
<b>School-wide data</b>	<ul style="list-style-type: none"> <li>• 10% of a teacher's evaluation is tied to the school's success in raising student achievement.</li> <li>• The school score will be based on a composite of the students' academic growth in reading, math, and science as determined by the NWEA MAP assessments or the State STARR exam, whichever is higher.</li> <li>• All the teachers in the school receive the same school-wide score regardless of the subject or course they teach.</li> </ul>
<b>Student achievement: MOY</b>	<ul style="list-style-type: none"> <li>• Teacher categories A and B have a middle-of-year (MOY) student achievement component. 10% of the evaluation rating is based on the students' academic growth mid-year.</li> <li>• HISD will use the DIBELS reading assessment or a state-approved literacy assessment to determine mid-year academic growth for K-1 students. We will use the NWEA MAP assessments or a district-level assessment to determine mid-year academic growth for students in grades 2 through 11.</li> <li>• A growth score is derived by comparing a student's MOY results with his/her end-of-year results from the previous year. New student or others who do not have an EOY score would compare their MOY results with the BOY results.<sup>9</sup></li> <li>• For the 2023-2024 school year, student academic growth will be calculated based on the BOY scores instead of the previous year's EOY score.</li> </ul>
<b>Student achievement: EOY</b>	<ul style="list-style-type: none"> <li>• Teacher categories A and B also have an end-of-year (EOY) student achievement component. 15% of the evaluation rating is based on the students' academic growth by the end of the year.</li> <li>• HISD will use the DIBELS reading assessment or a state-approved literacy assessment to determine end-of-year academic growth for K-1 students. We will use the NWEA MAP assessments, the state interim STARR assessments, the SAT or ACT, or a district-level assessment to determine end-of-year academic growth for students in grades 2 through 11.</li> <li>• A growth score is derived by comparing a student's EOY results with his/her end-of-year results from the previous year. New student or others who do not have a prior EOY</li> </ul>

<sup>9</sup> Comparing a student's MOY result with their previous EOY results prevent "sandbagging" at the beginning of the year.

	<p>score would compare their EOY results with the BOY results.</p> <ul style="list-style-type: none"> <li>For the 2023-2024 school year, student academic growth will be calculated based on the BOY scores instead of the previous year's EOY score.</li> </ul>
<b>Student Learning Objective: MOY</b>	<ul style="list-style-type: none"> <li>Because of limited student achievement data for some courses, Category C and Category D teachers will develop Student Learning Objectives (SLOs) for each semester. SLOs are specific, measurable student achievement or performance outcomes for one semester. SLOs are developed at the beginning of the year and must be approved by the Principal. [See SLO template at Appendix E.] They are assessed at the middle of the year (MOY) and at the end of the year (EOY). SLOs count for 25% of a teacher's evaluation. The MOY score is 10%; the EOY score is 15%.</li> </ul>
<b>Student Learning Objective: EOY</b>	<ul style="list-style-type: none"> <li>Because of limited student achievement data for some courses, Category C and Category D teachers will develop Student Learning Objectives (SLOs) for each semester. SLOs are specific, measurable student achievement or performance outcomes for one semester. SLOs are developed at the beginning of the year and must be approved by the Principal. [See SLO template at Appendix E.] They are assessed at the middle of the year (MOY) and at the end of the year (EOY). SLOs count for 25% of a teacher's evaluation. The MOY score is 10%; the EOY score is 15%.</li> </ul>

<b>Teacher Performance</b>	
<b>Quality of Instruction</b>	<ul style="list-style-type: none"> <li>The quality of instruction is the most heavily weighted single component because it is the most important factor in raising student achievement and thus for teacher effectiveness. It accounts for 30% of every teacher's evaluation rating.</li> <li>A teacher will receive up to 100 points for the quality of instruction (and then that score is converted to the equivalent out of 30 points). Up to 80 points will be the combined scores of the spot observations that a teacher receives. [A draft spot observation form can be found at Appendix A.]</li> <li>A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot</li> </ul>

	<p>observations. A teacher may request up to two additional spots be done in a month in order to improve their average.</p> <ul style="list-style-type: none"> <li>• The principal will assign up to an additional 20 points based on the day-to-day coaching and general, informal observations.</li> <li>• To prevent score inflation, a principal may only award 40% of the staff a score greater than or equal to 16 out of 20 additional points. He/she may only award an additional 40% of the staff a score between 12 and 16 out of 20 additional points. For a truly exceptional staff, the principal may seek a waiver of this distribution by the Executive Director of the feeder pattern.</li> </ul>
<b>Teacher Performance Evaluation Rubric</b>	<ul style="list-style-type: none"> <li>• The performance of all teachers will also be assessed with a teacher evaluation instrument. HISD will use a district-created rubric for this part of the evaluation.</li> <li>• For Category A and Category C teachers, the performance rubric will count for 10% of the teacher's rating. Because Category B and Category D teachers do not have student survey data, the performance rubric will account for 20% of the teacher's rating.</li> <li>• Scoring inflation here is mitigated somewhat by the Principal's congruence measurement on their evaluation.</li> </ul>

<b>Student Survey</b>	
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>• The students for Category A and C teachers will take a student survey. This will count for 10% of the teacher's evaluation.</li> <li>• HISD will use a student survey that is informed by research and similar nationally-developed surveys to assess student perceptions of their classroom experience and to support teacher growth.</li> <li>• For the first year (2023-2024 school year), the survey data will be compiled school wide. All Category A and C teachers will receive the same student survey score.</li> <li>• In future years, we will move to individual student survey scores.</li> </ul>

<b>School Action Plan</b>	
<b>School Action Plan</b>	<ul style="list-style-type: none"> <li>• Beyond achievement and instruction, an effective teacher contributes to the success of others and helps the school accomplish its goals. All teachers will have a school action plan component that will count for 15% of their evaluation rating.</li> <li>• All teachers will receive the same school action plan score.</li> <li>• Success on the Action Plan will be evaluated by the Executive Director and/or a team from outside of the school.</li> <li>• The Executive Director will assess the degree of accomplishment of the six most important “indicators of success” for the school’s Action Plan. These indicators are specific and measurable metrics.</li> <li>• The School Action Plan will receive up to 100 points (and then be converted to 15 points for the evaluation rating).</li> <li>• Each indicator will receive up to 15 points for accomplishment/implementation. [Each Action Plan will start with a score of 10.]</li> <li>• The Executive Director will also apply a “degree of difficulty coefficient” to the Action Plan as a whole. A rigorous Action Plan (one in which the goals are very challenging) will have its score multiplied by 1.2. The average Action Plan will be multiplied by 1.0, and an Action Plan that is not very rigorous will be multiplied by .8.</li> <li>• To prevent score inflation, an Executive Director may only award 40% of the schools a score greater than or equal to 85 out of 100. He/she may only award an additional 40% of the schools (80% total) a score greater than or equal to 70 out of 100. For a truly exceptional feeder pattern, the Executive Director may seek a waiver of this distribution by the Assistant Superintendent of the geographic division.</li> </ul>

## Calculation of scores

### School-wide achievement data (10 pts.)

School-wide achievement data				
X = School academic growth score (from State Accountability Metrics)				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 60$	$60 \leq X < 70$	$70 \leq X < 80$	$80 \leq X < 90$	$X \geq 90$

School-wide achievement data				
X = NWEA composite average annual growth for reading and math for grades 2 through 8				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 1.0$	$1.0 \leq X < 1.2$	$1.2 \leq X < 1.4$	$1.4 \leq X < 1.6$	$X \geq 1.6$

Take the higher of the state accountability score or the composite NWEA score.

### Student achievement MOY (10 pts.)

Student achievement MOY				
X = Individual teacher's NWEA MOY data -- % of students who scored at least .60 annual growth in the first semester				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement MOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the first semester				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$



### Student achievement EOY (15 pts.)

Student achievement EOY				
X = Individual teacher's NWEA EOY data -- % of students who scored at least 1.40 annual growth				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

Student achievement EOY				
X = Individual teacher's DIBELS data -- % of students above or well above typical growth in the year				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 70$	$X \geq 70$

### Student Learning Objective MOY (10 pts.) and EOY (15 pts.)

Prior to 1 September, each Category C and Category D teacher must create a MOY Student Learning Objective (SLO) and an EOY SLO. These SLO's must be measurable and written in SMART-goal format. Additionally, the teacher must detail the outcome that matches each performance level – Unsatisfactory, Progressing, Proficient, Proficient II, and Exemplary.

The teacher's evaluator must approve the MOY SLO and the EOY SLO. The evaluator will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8.

### Student Learning Objective MOY (10 pts.)

Student Learning Objective MOY				
Individual teacher's SLO MOY:				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary

### Student Learning Objective EOY (15 pts.)

Student Learning Objective EOY				
Individual teacher's SLO EOY:				
6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary

## Quality of Instruction (30 pts.)

- The evaluator will take 8 spot observations of the teacher. Spot observations conducted prior to 15 September will not be used for this metric. A teacher will receive up to 10 points for each spot observations. The total possible points for the spot observations thus will be 80.
- A teacher must have at least 8 spot observations (approximately one each month). [A teacher could have several more, but only 8 spot observations will be used for the evaluation.] For the evaluation, the principal will select one spot observation each month. If a teacher has more than one in a month the principal will take an average of the spot observations. A teacher may request up to two additional spots be done in a month in order to improve their average.

Unsat	Progressing	Proficient	Proficient II	Exemplary
4	6	8	9	10

Next the evaluator will add up to 20 more points based on the day-to-day coaching and general, informal observations conducted throughout the year. [The number of points for this portion does not have to be an even number – it can be any number from 1 to 20.]

2	4	6	8	10	12	14	16	18	20
Unsat		Prog.		Prof. I		Prof. II		Exemp.	

The spot observation composite score and the evaluator assessment are added together to get a score out of 100 possible points. The following equation is used to convert the total score into an evaluation score:

$$\text{Quality of Instruction Points} = (\text{Total score} \times 30) \div 100$$



## Teacher Performance Evaluation Rubric (10 pts. Or 20 pts.)

All teachers will be evaluated on the Teacher Performance Evaluation Rubric. A copy of the rubric can be found at Appendix D. Notice that the core instructional practices and the delivery of high-quality instruction are not included in the rubric as they are assessed by the spot observations and the general instructional coaching by the evaluator.

Teacher will be evaluated on the rubric no later than 1 June every year. New teachers will also be assessed by the end of the first semester. This mid-year performance evaluation will be formative and will not count toward the evaluation score.

The teacher's evaluator will hold a conference with the teacher within two weeks of providing the final evaluation to the teacher. Because principals and assistant principals will be in the classroom almost daily providing on-the-job coaching, evaluators need not conduct a "formal observation" in order to assess the teacher on the performance rubric. Still, all evaluators will ensure that prior to their assessment of the teacher using the rubric, they will have observed the teacher's classroom for at least 45 minutes.

The rubric assesses four categories: 1) classroom environment, 2) meeting diverse needs, 3) professional behavior, and 4) supporting a high-performance culture. Each category is worth 5 points, thus a teacher may receive up to 20 points on the evaluation rubric (see Appendix D).

Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
<b>TOTAL</b>	

For Category A and C teachers, the performance rubric contributes 10 percent (10 points) to the overall evaluation. Thus, the total performance score on the teacher's rubric is divided by 2 to get the points that contribute to the teacher's overall evaluation.

For Category B and D teacher, the performance rubric contributes 20 percent (20 points) to the overall evaluation. Thus, the total performance score on the teacher's rubric equals the points that contribute to the teacher's overall evaluation.

## Student Survey (10 pts.)

The student survey will include questions in several categories: classroom environment, expectations and rigor, pedagogical effectiveness, student engagement, and supportive relationships. A sample survey can be found at Appendix C. Teachers will receive a score based on the percent of favorable responses.

The points matrix for the student survey is different for the teachers of students in grades 3 through 5 and the teachers with students in grades 6 through 10. For the first year (2023-2024 school year), the survey data will be compiled school wide. All Category A and C teachers will receive the same student survey score for the first year.

Student Survey – Grades 3 through 5				
X = Overall percent of favorable responses.				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 65$	$65 \leq X < 70$	$70 \leq X < 75$	$75 \leq X < 80$	$X \geq 80$

Student Survey – Grades 6 through 10				
X = Overall percent of favorable responses.				
2 pts.	4 pts.	6 pts.	8 pts.	10 pts.
$X < 50$	$50 \leq X < 55$	$55 \leq X < 60$	$60 \leq X < 65$	$X \geq 65$

## School Action Plan (15 pts.)

All teachers will receive the same school action plan score. The evaluator will use the following guidelines to assess each of six indicators on the Action Plan.

6 pts.	8 pts.	10 pts.	12 pts.	15 pts.
Indicator less than 70% accomplished	Indicator between 70% and 80% accomplished	Indicator between 80% and 90% accomplished	Indicator between 90% and 100% accomplished	Indicator 100% accomplished

<b>School Action Plan</b>	
<b>Indicator</b>	<b>Points</b> (up to 15 pts. each)
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>Start points</b>	<b>10</b>
<b>Subtotal</b>	
<b>Degree of difficulty coefficient</b>	
<b>Total pts. = coefficient x subtotal</b>	
<b>Evaluation score = (Total pts. x 15) ÷ 100</b>	

## 2023-2024 Teacher Evaluation Rating

### Category A and Category C

Effectiveness Area	Component	Total Possible Points	Pts. Earned
<b>Student Achievement</b>	School-wide data	<b>10</b>	
	Student achievement MOY	<b>10</b>	
	Student achievement EOY	<b>15</b>	
<b>Teacher Performance</b>	Quality of Instruction	<b>30</b>	
	Performance Evaluation Rubric	<b>10</b>	
<b>Student Survey</b>	Student Survey	<b>10</b>	
<b>School Action Plan</b>	School Action Plan	<b>15</b>	
	<b>TOTAL</b>	<b>100</b>	

### Category B and Category D

Effectiveness Area	Component	Total Possible Points	Pts. Earned
<b>Student Achievement</b>	School-wide data	<b>10</b>	
	Student achievement MOY	<b>10</b>	
	Student achievement EOY	<b>15</b>	
<b>Teacher Performance</b>	Quality of Instruction	<b>30</b>	
	Performance Evaluation Rubric	<b>20</b>	
<b>School Action Plan</b>	School Action Plan	<b>15</b>	
	<b>TOTAL</b>	<b>100</b>	

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100



## Evaluation of Distinguished Teachers

The minimum goal for every teacher should be to be an effective classroom teacher. Thus, he/she should seek to earn an evaluation rating of “Proficient I” or higher. Clearly, the ability to raise student achievement and deliver quality instruction are the two most important factors in the HISD evaluation system. Still, there are other factors such as “contributions to the profession” and “teacher leadership” that the system highly values and thus should assess.

### Distinguished

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
10-18	19-29	30-42	43-57	58-71	72-85	86-100

Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. In order to attain a distinguished effectiveness level (Proficient II, Exemplary I, or Exemplary II), a teacher must qualify for and undergo an additional Distinguished Teacher Review (DTR). To qualify for a DTR a teacher must have an achievement score in the top 30% of all teachers in his/her geographic division *and* have a quality of instruction score in the top 30% of all teachers in the division. The teacher must also have the recommendation of their principal.



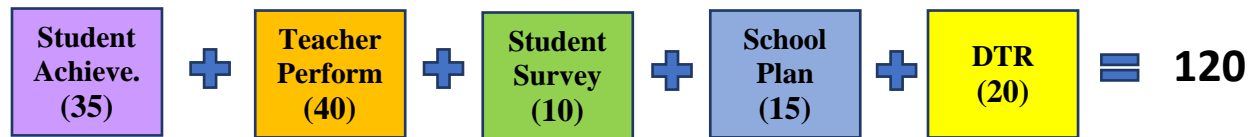
The Distinguished Teacher Reviews will take place in April and May of each year. A teacher must receive their score for the quality of instruction component by 1 April. Since the teacher will not have a final achievement score, a teacher is eligible for review if the mid-year achievement score is in the top 30% of all teachers in the division or the final achievement score from the prior year is in the top 30% of all teachers in the division. However, if a teacher

goes through the DTR process and then earns a final achievement score that is not in the top 30% of all teachers, their final evaluation rating will not include any additional points for the DTR.

A teacher may not earn an effectiveness level of Proficient II, Exemplary I, or Exemplary II if they do not undergo a Distinguished Teacher Review *regardless of their evaluation rating*.

A teacher may receive up to 20 points in the DTR process. These points are added to the teacher's evaluation rating. So, the total points possible for a teacher undergoing a DTR is 120

compared to 100 for those teachers who are ineligible for a review or do not want to go through a review.



The Executive Directors of each feeder pattern will assemble impartial teams of administrators, teachers, and instructional coaches to conduct the DTRs with the help and support of Division Superintendents. The Distinguished Teacher Review has two parts:

**Part 1: A 20-minute spot observation.** The review team will observe the teacher’s instruction unannounced. They will use the District spot observation form and will award the teacher up to five points for the quality of instruction.

**Part 2: A review of the teacher’s leadership, lifelong learning, and contributions to the profession.** The teacher must submit a one-page essay for each attribute that provides evidence of the teacher’s accomplishments or success in leadership, lifelong learning, and contributions to the profession. The review team will also conduct an interview (up to 30 minutes in length) with each candidate. They will assess the attributes using the rubric at Appendix B. A candidate may receive up to 15 points for Part 2 (up to 5 points for each attribute).

DTR Attribute	Max. Points
Quality of instruction	5
Leadership	5
Lifelong learning	5
Contributions to the profession	5
<b>TOTAL</b>	<b>20</b>

## Other notes

- All teachers undergoing a DTR will receive 5 bonus points if they have worked in a D- or F-rated school for at least seven months of the evaluation period.
- A teacher must have served as an Exemplary I teacher for at least one year before being placed at the Exemplary II level. Thus, the first Exemplary II teachers will receive that effectiveness level at the end of the 2024-2025 school year.
- A “Master” teacher is not one of the effectiveness levels. However, a teacher may earn the designation of “Master” teacher if he/she has been rated at the Exemplary II level for at least three years and has taught in a D- or F-rated school as a distinguished teacher for a minimum of four years. [For purposes of the Master teacher designation, this means

that the school must have been a D- or F-rated school at least one year of the four years of employment at that school.]

## **Appraiser/Evaluator Certification**

While much of the evaluation rating is based on specific, objective metrics, a portion is tied to an evaluator's observations and thus at least partially tied to the skill and certification of the appraiser. HISD will conduct rigorous training and coaching of its school leaders. Our appraiser certification process for our evaluation system will be similarly rigorous.

[Because of the quick implementation of the evaluation system for NES/A campuses, evaluators are considered “certified” if they attend and complete the training on July 31 and August 1, 2023. Additionally, Executive Directors will closely monitor and observe principals and assistant principals in September, and attest by 10 October that the evaluators are proficient enough to continue to conduct instructional coaching and spot observations.]

## **Certification Team**

In March and April 2024, the Superintendent and senior leaders of the Leadership and Professional Development Department will assemble a “Certification Team” of approximately 30 instructional leaders who have experience evaluating principals and coaching teachers on improving the quality of instruction. The Cert Team will be trained by the Chief of Leadership and PD and a handful of experienced instructional leaders.

While the members of the Certification Team are already expert in instruction, Miles and the selected trainers will ensure all members of the team are appropriately “calibrated” every year. This team training and calibration will take place in May 2024 and every year thereafter in May. The training and calibration will focus on three areas:

1. Key instructional characteristics of high-quality instruction
2. The spot observation form
3. The performance rubric



## **Certification of School Leaders**

The Certification Team will train and certify the principal, assistant principals, and selected teacher leaders prior to September 1, 2024, and prior to the first day of September every year thereafter. There are two designated “certification windows” – July 15 to July 31 and August 1 to August 31. School leaders who miss these windows may arrange for an independent

certification assessment from the Certification Team. However, a teacher evaluator must be certified no later than September 15, 2024, or mid-September in subsequent years.

The evaluator certification process consists of three steps:

### **Step 1: Attend and complete specific training**

Every year in July or August, HISD will conduct school leaders' training for at least five days. This training period includes:

- Creating a high-performance culture
- The LSAE highly differentiated instructional model
- The Teacher Evaluation and Compensation system
- Coaching and supporting teachers
- Key instructional characteristics
- The spot observation form
- Providing effective instructional feedback
- The TES performance rubric
- School culture and climate
- Safe and orderly learning environment

All school leaders must attend this training every year as the first step in the certification process. In unique situations, the Senior Executive Director of a Unit may permit a person to attend the training via Zoom or review a recorded session.

Members of the Certification Team will also conduct school leader training on six days during the course of the school year and review much of the training received during the summer.

### **Step 2: Observe instruction and calibrate**

The second step in the certification process is to observe actual instruction and ensure the feedback and assessment of that instruction is calibrated with the District's instructional leaders and their expectations for high quality instruction.

During the summer school leader training, school leaders will conduct six spot observations and one performance review using the teacher performance rubric. They will conduct these reviews during the "Fifth Quarter" summer program so that the observations will be with actual teachers and students. In unique circumstances in which it is difficult to observe live instruction in the

summer, the Senior Executive Director of the Unit will use videos/recordings of instruction to conduct the calibration exercises.

A school leader will rate each spot observation on a 1 to 10 scale as noted below and on the spot observation form. A person is considered “calibrated” if out of six spot observations, they differ from the Certification Team’s score by no more than 2 points on each of the six spot observations and the average score differs by no more than 1.5.

Unsat	Progressing	Proficient	Proficient II	Exemplary
1-3	4-5	6-7	8-9	10

Similarly, for the two categories of the performance rubric, a school leader will rate the teacher on a 1 to 5 scale. A person is considered “calibrated” if out of three reviews (thus six scores), they differ from the Certification Team’s score by no more than 2 points on each of the six dimensions and the average score differs by no more than 1.0.

### Step 3: Certification assessment

If an evaluator has already been certified in the previous year, the person may be certified in July 2024 by conducting six spot observations in one or two days during the fifth quarter. At least three members of the Certification Team will conduct the same six spot observations. The Certification Team will average their scores for each spot observation. The spot observation scores from the evaluator will be compared with those of the Certification Team. The evaluator will be considered “certified” if they are accurately calibrated, meaning that out of the six spot observations, they differ from the Certification Team’s score by no more than 2 points on each of the spot observations and the average score differs by no more than 1.5.

Those evaluators being certified for the first time may be certified in July or August 2024. Each principal, assistant principal, and selected teacher leader will also conduct six spot observations and receive certification as described above. The evaluators will also conduct three performance reviews using the first two categories of the TES performance rubric. Again, out of three reviews (6 scores), the evaluator’s score may differ by no more than 2 points on each of the six scores, and the average score may differ by no more than 1.0.

Evaluators are thus considered “certified” if they pass both the spot observation and the performance review tasks. If an evaluator fails one or both of the tasks, they may retake the assessment for the task(s) that they failed. If the evaluator fails an assessment task twice in a row, they will not be able to evaluate teachers for a semester and until they pass the mid-year re-calibration assessment. These administrators may be removed from their position, or the District may end their employment. The Senior Executive Director of the Unit will make the decision he believes is in the best interest of the District and school.

#### **Step 4: Calibration monitoring**

All certified evaluators must “maintain” their certification. They must attend the school leaders’ training that will take place on six days during the school year. As part of the training in December or January, school leaders will “re-calibrate.” They will conduct four spot observations with members of the Certification Team. Once again, the evaluator’s score may differ by no more than 2 points on each of the four spot observations and the average score may differ by no more than 1.5. If an evaluator fails the spot observation recalibration task, they must retake the assessment within two weeks. If the evaluator fails the assessment task twice in a row, they will not be able to evaluate teachers second semester.

These administrators may be removed from their position, or the District may end their employment. The Senior Executive Director of the Unit will make the decision he believes is in the best interest of the District and school.

## The Target Distribution

The evaluation system must give very similar chances of success for all teachers regardless of grade or discipline. The system would not be fair if only elementary specials teachers could become distinguished or if very few math teachers could ever hope to reach that designation.

Additionally, the evaluation system would not serve the purpose of determining teacher effectiveness if over time all teachers received a distinguished evaluation rating or if there were little to no differentiation between ratings. Most teacher evaluation systems in the United States suffer from this sort of score inflation and have contributed to the overall perfunctory nature of evaluation.

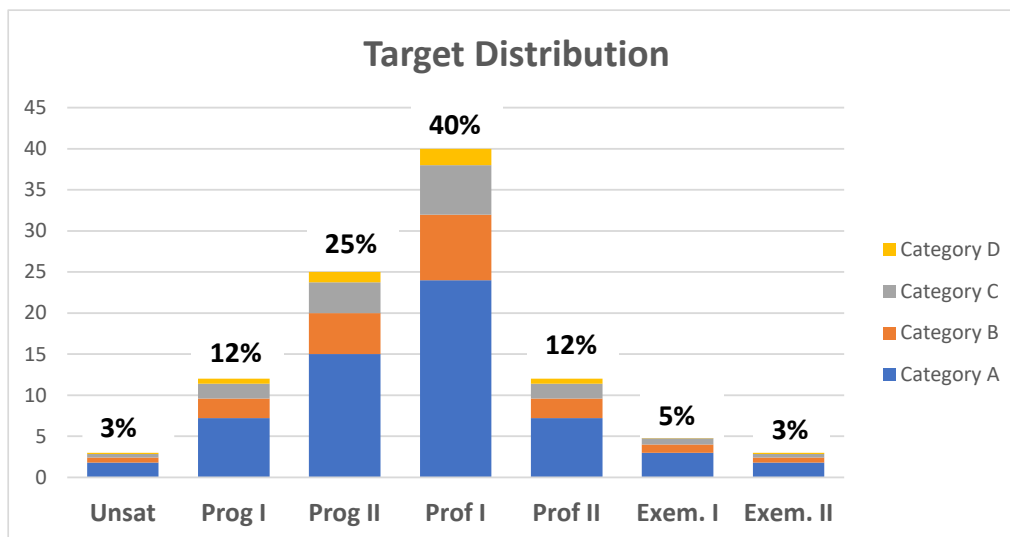
The method of linking cut-points to a “target distribution” is an elegant solution to this problem of ensuring equal rigor across the system. The first step is to establish a target distribution of the teacher effectiveness levels.

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*The method of linking cut-points to a “target distribution” is an elegant solution to this problem of ensuring equal rigor across the system.*

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Our premise is that a high percentage of proficient or distinguished teachers should be correlated to significant improvements in student achievement. While we hope to have more than 80 percent of the staff at the proficient level or higher someday, current student achievement data suggest that the percentage of proficient and distinguished teachers is much lower. The target distribution below reflects where leaders hope staff proficiency levels will be by the end of the 2023-2024 school year.





Note that the District anticipates 60% of the teachers receiving a Proficient I or higher effectiveness level at the end of the first year of this evaluation system (end of the 2023-2024 school year). Also, every category of teacher has the same target distribution. For example, with this example, 40% of the Category A teachers will receive an effectiveness level of Proficient I. This is the same percentage for Category B, C, and D teachers.

After establishing the target distribution, the district will then set the cut-points for each evaluation component so that the actual distribution of teacher scores will approximate the target distribution. The district may adjust the initial cut-points after each evaluation cycle. Cut-point adjustment is necessary to ensure that not only are the assessments across grades and disciplines similarly rigorous, but they are also correlated with the state and national assessments. Cut-point adjustment will also ensure that no evaluation component is “too easy” or “too hard” relative to the other factors of effective teaching. This process is key to making the entire evaluation system more fair, accurate, and valid.

## Part 2: Compensation

The teacher evaluation system, compensation plan, and employee/district value proposition should be aligned to maximize the effectiveness of the district or school and enable it to reach challenging performance metrics. Indeed, one of the key systemic challenges of public-school districts is the misalignment between what the organization values and how it compensates people.

In order for the evaluation system to be meaningful and effective – that is, support the accomplishment of district/school achievement and performance goals – there should first be some agreement about the employee value proposition. The challenge is trying to come up with some consensus as to what the school system values and what the employees value.

While consensus may be difficult to obtain, failure to arrive at some understanding of the employee/district value proposition will lead to perfunctory evaluations, low accountability, and a compensation plan that sends the wrong signals as to what is really valued by the community and by the school district's constituents.

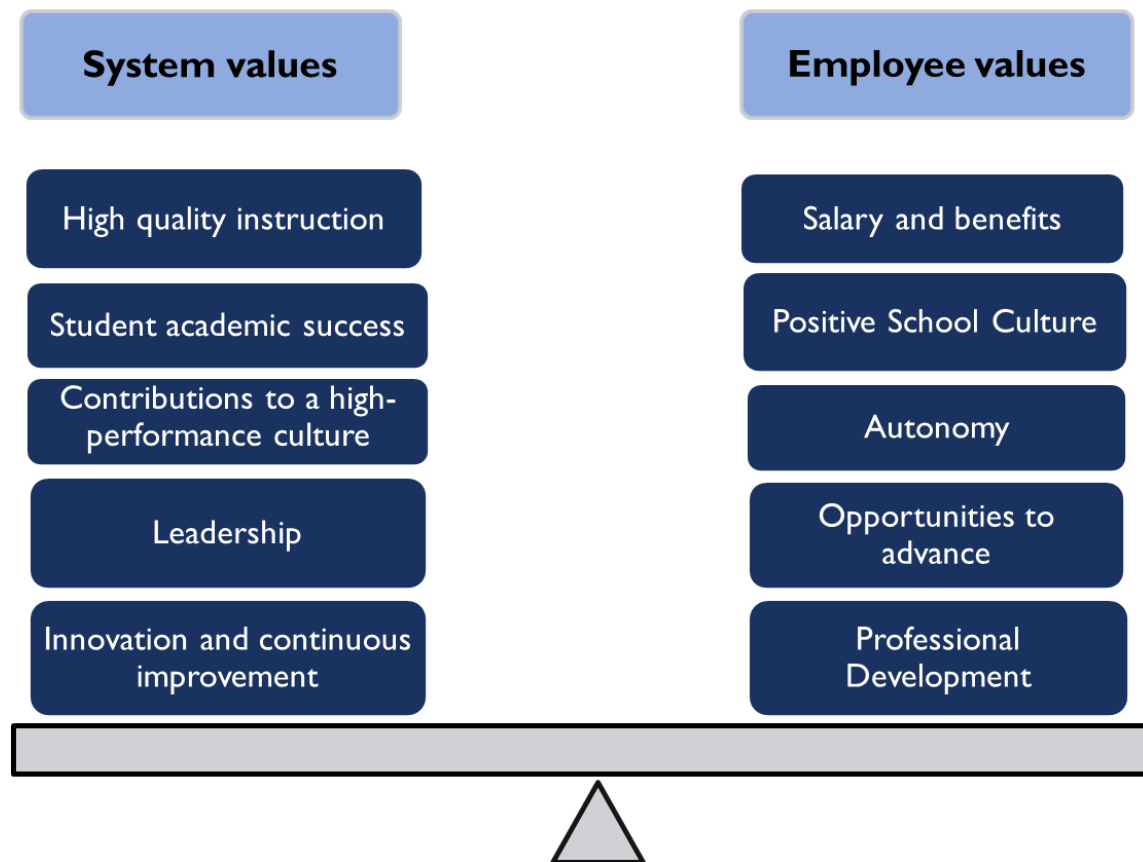
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*No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.*

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The diagram at the top of the next page describes a reasonable value proposition: the organization (and community) values high quality instruction and student academic success. It also wants its employees to be part of a professional team, working together to meet high expectations. In return for these outcomes, the District/School agrees to pay teachers a fair salary and hire school leaders who will guide the teachers in creating a positive school culture, professionally develop the teachers, and provide teachers enough autonomy to enable them to do their best work.

But what happens if the organization is not getting the outcomes it wants and the students need? Right now, most schools and districts compensate teachers using years of experience and college credits earned. The District does this even if the teacher has mediocre quality of instruction and does not get student achievement results. Granted, there may be mitigating circumstances, but the point is that there is a misalignment between what the system values and how it compensates its employees.



Is there a better way? Yes.

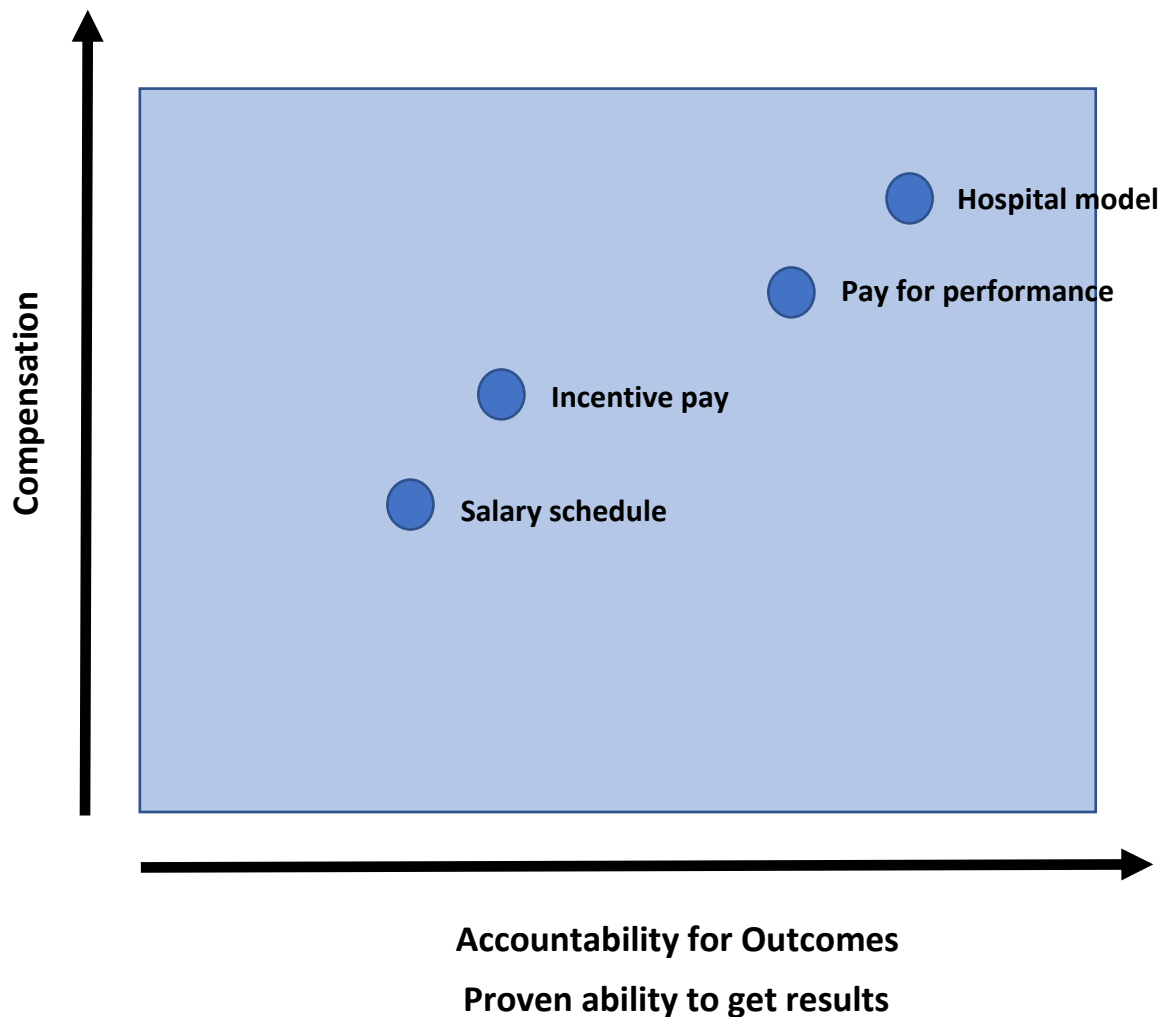
A better way is one that honors what employees value, but still has some accountability for the outcomes the organization values. A better way is to design an evaluation system and compensation plan that is aligned with the employee/district value proposition.

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In public education, there are four basic compensation plans that reflect different aspects of an employee/district value proposition: the traditional teacher salary schedule, an incentive pay system, a pay-for-performance plan, and the “hospital model” (a highly differentiated compensation plan based on the content discipline and skill set required). The benefits and challenges of each system are broadly outlined on page 35. Fundamentally, though, each compensation plan varies distinctly from the others in three main respects:

1. The degree of accountability the system requires.
2. The degree to which desired results and outcomes are rewarded.
3. The amount of job security employees enjoy.

The key variables for the employee/district value proposition then become the degree of accountability for outcomes, the likelihood of keeping one's job, and the amount of compensation. At the risk of oversimplifying, the value proposition for both the employee and the organization would be more aligned or "fair" if greater accountability for outcomes were matched with greater compensation. While few would argue with the last sentence, many would argue against its natural pair (the other side of the coin): employees whom the system holds less accountable should be paid less than those who are held more accountable. The diagram below reflects this relationship between accountability and compensation.

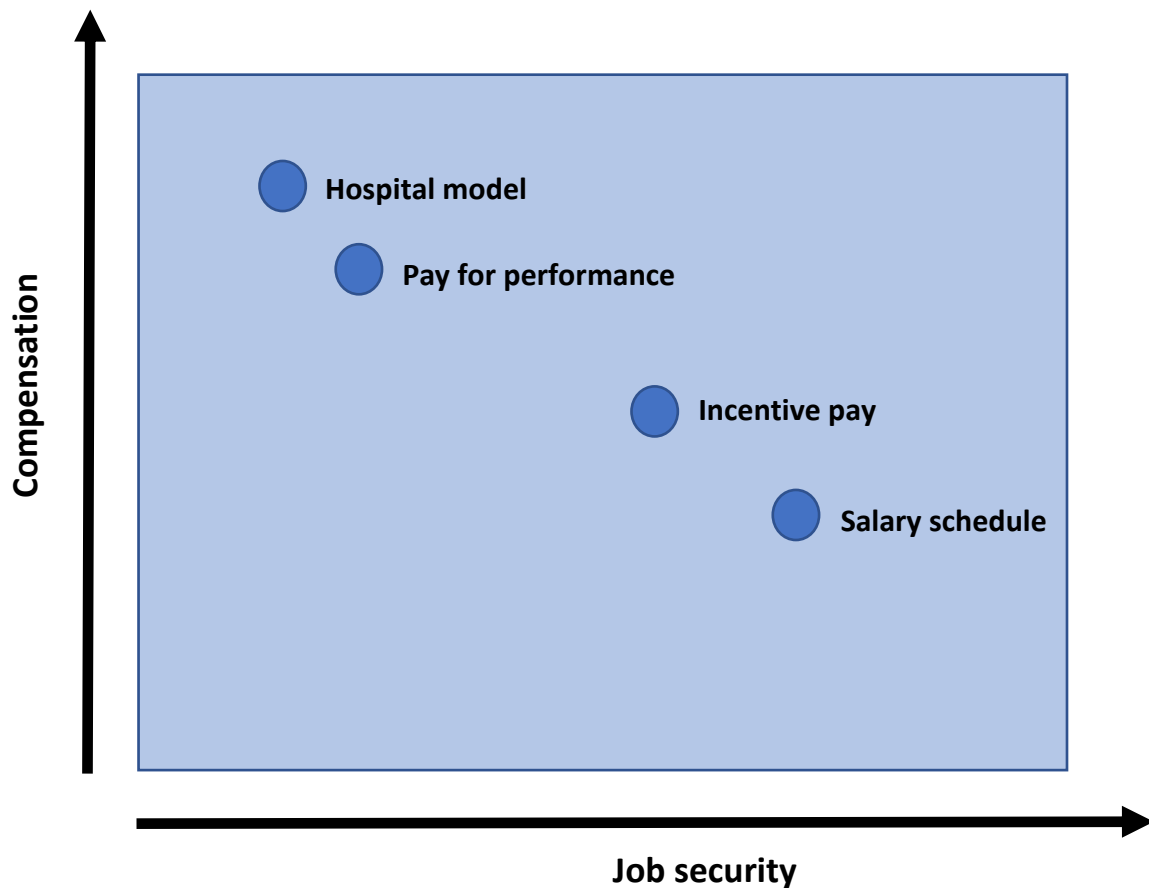


Similarly, if the organization values student achievement and the quality of instruction, it should select a compensation plan that supports these goals. Thus, a fair compensation plan would be

one in which the system pays for the clearly defined and measurable outcomes it wants. From the organization's perspective, it would not be fair to pay employees well if they could not get the results the organization needs to be successful. The greater the contribution to performance outcomes, the greater should be the compensation.

Finally, both the District and the employees should be honest and transparent about the "price" of "tenure" or job security. The cost to the District is the risk of continuing to pay employees well who do not achieve what the organization values – its performance metrics. Given what we know about public education, the risk is unlikely to be negligible, and there is a cost to the District associated with that risk.

On the employee side, job security and the "reward" of tenure are things of value. Many teachers prefer the traditional salary schedule because it is more predictable and less risky. To be fair, job security and the peace of mind that comes with it, should not be treated as valueless. In other words, a fair value proposition would balance compensation and job security: the less the job security, the greater the compensation.



## Compensation Plans – Values and Challenges

Compensation Plan	Support of System Values	Challenges or Risk to the System
<b>Traditional Salary Schedule</b>	<ul style="list-style-type: none"> <li>• Overall, poor alignment between what the system values and how teachers are compensated</li> <li>• Evaluation system tied to instruction; academic outcomes usually a small part of the evaluation</li> <li>• Some evidence that teachers with a few years of experience have higher quality instruction than teachers in their first three years; no difference after 4 or 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Low accountability for outcomes</li> <li>• Greater job security does not translate into better performance outcomes</li> <li>• Evaluation system may be more perfunctory since there is little accountability for not getting achievement results</li> <li>• Very difficult to distinguish truly effective teachers from poor performing ones</li> </ul>
<b>Incentive Pay</b>	<ul style="list-style-type: none"> <li>• Some alignment between what the system values and how teachers are compensated</li> <li>• Part of a teacher's compensation is tied to achievement results or performance outcomes</li> <li>• Incentives can also be tied to the quality of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• There is a little more accountability, but teachers still maintain a large degree of job security</li> <li>• There will be pressure on the system to provide a large number of different incentives so everyone will receive incentive compensation</li> <li>• The incentives may not be tied to what the system values most; for example, there may be incentives for professional development teachers attend</li> </ul>
<b>Pay for Performance</b>	<ul style="list-style-type: none"> <li>• Strong alignment between what the system values and how teachers are compensated</li> <li>• Higher accountability is matched with higher compensation</li> <li>• Effective and high-performing teachers are identified and receive higher compensation</li> <li>• Schools are results and outcomes focused</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders need training to evaluate accurately</li> <li>• High expectations and accountability may make teacher retention harder</li> <li>• Requires purposeful and more frequent instructional feedback and coaching</li> <li>• The evaluation system will tend to regress to the mean (decreased differentiation between performance levels; salary increases even for poor-performing teachers; etc.) without strong leadership</li> </ul>
<b>Hospital Model</b> (highly differentiated pay plan based on discipline and skill set required)	<ul style="list-style-type: none"> <li>• Strong alignment between what the system values and how teachers are compensated</li> <li>• Higher expectations and accountability are matched with higher compensation</li> <li>• Schools are results and outcomes focused</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders need training to evaluate accurately</li> <li>• High expectations and accountability may make teacher retention harder</li> <li>• Requires purposeful and more frequent instructional feedback and coaching</li> <li>• Very little middle ground (teachers are either highly proficient or their contracts are not renewed after a year or two); this may diminish a staff's growth mindset</li> <li>• May not be scalable to a large number of schools</li> </ul>

## The TES Compensation System

### The Compensation Plans

In HISD all teachers will be subject to the same evaluation system, and all will receive an evaluation rating and an effectiveness level. However, teachers in the NES system will be compensated with the hospital model incentive pay system and all other teachers will be compensated with the pay-for-performance system.

#### 1. The Hospital Model Compensation Plan

The hospital model compensation plan is a highly differentiated pay plan based on the discipline of study and the skill set required to be successful teaching the subject. Years of experience and college credits do not impact the compensation plan (except a three-year benchmark). Only a school with a distinguished staff and a high-performance culture would be able to take advantage of this model. In HISD, only NES school will be allowed to use this model.

The 2023-2024 compensation plan for NES middle schools is included on the next page.

With the incentive pay plan, a teacher's annual compensation is a combination of the base salary and a percentage of that salary determined by the evaluation rating. A change in the base salary is calculated only every two years. The charts in color at the bottom of the next page shows the percentage of the base salary a teacher would receive in the 2024-2025 school year based on the effectiveness level derived at the end of the 2023-2024 school year.





### NES Middle School 2023-2024 Base Salaries *(revised 29 May 2023)*

Position	No. of teachers	Salary Range		Minimum for 3yrs of Experience (Avg. Base Salary)
		Minimum	Maximum	
6th Grade ELA	2	\$86,000	\$111,000	\$91,000
6th Grade Science of Reading	1	\$86,000	\$111,000	\$91,000
6th Grade Math	2	\$81,000	\$106,000	\$86,000
6th Grade Science	1	\$81,000	\$106,000	\$86,000
6th Grade Art of Thinking	1	\$83,000	\$108,000	\$88,000
6th Grade Social Studies	1	\$74,000	\$99,000	\$79,000
7th Grade ELA	2	\$84,000	\$109,000	\$89,000
7th Grade Science of Reading	1	\$84,000	\$109,000	\$89,000
7th Grade Math	2	\$81,000	\$106,000	\$86,000
7th Grade Science	1	\$81,000	\$106,000	\$86,000
7th Grade Art of Thinking	1	\$83,000	\$108,000	\$88,000
7th Grade Social Studies	1	\$74,000	\$99,000	\$79,000
8th Grade ELA	2	\$84,000	\$109,000	\$89,000
8th Grade Science of Reading	1	\$84,000	\$109,000	\$89,000
8th Grade Math	2	\$81,000	\$106,000	\$86,000
8th Grade Science	1	\$81,000	\$106,000	\$86,000
8th Grade Art of Thinking	1	\$83,000	\$108,000	\$88,000
8th Grade Social Studies	1	\$74,000	\$99,000	\$79,000
Elective teachers	4	\$65,000	\$90,000	\$70,000
Reading Interventionist	0	\$85,000	\$110,000	\$90,000
ELD interventionist	1	\$85,000	\$110,000	\$90,000
Learning Coach	7	\$55,000	\$80,000	\$54,000
Teacher Apprentice	5	\$68,000	\$93,000	\$64,000

### Incentive pay

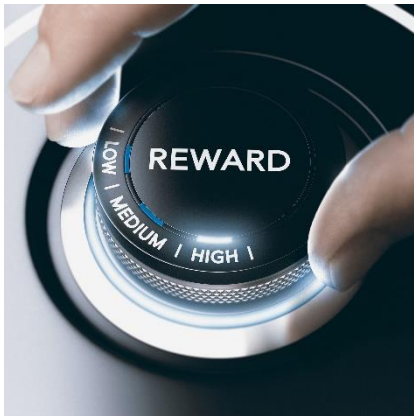
**2023-2024 and the 2024-2025 school years [base salary is the 2023-2024 salary]**

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
96%	98%	101%	104%	106%	108%	110%

**2025-2026 and the 2026-2027 school years [base salary is the 2025-2026 salary]**

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
96%	98%	101%	103%	105%	107%	109%

For example, if a teacher's base salary was \$80,000 in the 2023-2024 school year, and if that teacher earns a "Proficient I" effectiveness level at the end of the 2023-2024 school year, that teacher's base salary for the 2024-2025 school year would remain at \$80,000. However, the teacher would be paid an incentive of \$3,200 (four percent of \$80,000) for the Proficient I rating. Half of the incentive would be paid in September 2024 and half would be paid out in February 2025.



At the end of the 2024-2025 school year, the teacher would receive their second evaluation rating and their second incentive pay amount will be determined. They will receive this incentive during the 2025-2026 school year. **The teacher's base salary for the 2025-2026 school year is the average of the total amount (including incentive pay) of the last two years.**

Notice that the teacher earns a higher base-salary increase for a higher effectiveness level. The compensation of teachers on the hospital model incentive pay plan differs by several thousand dollars depending upon the effectiveness level. In this way it is better aligned with the evaluation system. There is more accountability for outcomes, and, as a result, the reward for good performance is higher than the traditional salary schedule.

## 2. Pay for Performance

The pay for performance compensation plan is most closely aligned with the evaluation system. Each effectiveness level has an associated compensation amount, and that amount is the teacher's base salary.

Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Exemp. I	Exemp. II
\$65,000	\$70,000	\$75,000	\$80,000	\$88,000	\$96,000	\$104,000



Novice Teacher -- \$72,500

[The District is in the process of reviewing its budget and financial position. The compensation amounts may change. The District will publish firm amounts at the end of September 2023. Still, the initial estimates are strong and are unlikely to change.]

The amounts for the effectiveness levels are set for at least two years. They will be reviewed every two years and may be revised in order to stay competitive with salaries in the surrounding districts.

Years of experience and college credits have no influence over the effectiveness levels and concomitant compensation. Teachers new to the District in the 2023-2024 school year will be placed on the salary schedule as all other teachers. In 2024-2025, NES-aligned teachers will receive compensation tied to their 2023-2024 performance evaluation. For the non-NES/A teachers, the pay for performance compensation will begin in the 2025-2026 school year based on the effectiveness level received at the end of the 2024-2025 school year.

Once the pay-for-performance plan has started, first-year teachers who join the staff will start at \$72,500. Experienced teachers new to the District may negotiate a salary between \$75,000 and \$80,000. [The principal must strive for an average starting salary of \$77,500 in order to avoid salary inflation in the hiring process. These data will be part of the principal's evaluation.]

A teacher in the District who has an evaluation rating from the end of the 2023-2024 school year (NES teachers) and who then moves to a pay-for-performance system in the 2024-2025 school year, will be placed at the corresponding effectiveness level. Remember, though, that the effectiveness level for the pay-for-performance system will only be determined in even numbered years: 2026, 2028, 2030, etc.

After the first year on the pay-for-performance plan, a teacher may only advance one level at a time regardless of the evaluation ratings. And a teacher may not earn more than \$20,000 more than what they were making in the previous year regardless of the evaluation rating or effectiveness level. A teacher may be moved down a level if the average of the last three evaluation ratings equates to a lower effectiveness level. So, a teacher may move up an effectiveness level every year, but may only move down one level every three years.

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*A proficient teacher will earn significantly more over their career in HISD under the pay-for-performance plan than any other compensation plan in the surrounding districts.*

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The pay-for-performance plan demands more accountability for outcomes and is tightly aligned with the evaluation system. The compensation at each effectiveness level (proficient or higher) is significantly higher than the average teacher salary. A proficient teacher will earn significantly more over their career in HISD under the pay-for-performance plan than any other compensation plan in the surrounding districts. And new or inexperienced teachers will be paid like veterans teachers if they earn the appropriate evaluation rating.

## **Movement between plans**

We anticipate some movement between the two types of compensation plans. Since the evaluation system is the same for all teachers and everyone will have an evaluation rating and effectiveness level, the calculation of a teacher's base salary will be fairly simple.

A teacher who agrees to work for an NES school will receive the base compensated associated with the specific position for which they are hired. Prior base salary or prior compensation will not be considered. The teacher will then receive incentive pay and increases to base salary as outlined in this document.

A teacher who receives a contract to work in any other HISD school will be compensated per the pay-for-performance system outlined in this document. Prior base salary or prior compensation will not be considered. A teacher who moves from an NES school to non-NES HISD school, will receive the compensation associated with the last effectiveness level received by the teacher. The teacher will also receive any incentive pay that was earned the year immediately prior to the time they are supposed to start in the pay-for-performance system.

## **The Financial Costs**

At the end of the day, incentive pay plans and pay-for-performance plans cost more. But they also grow teacher compensation. HISD will shift the paradigm of how teachers are compensated. We will invest more in teacher salaries, but tie those increases to student achievement and performance outcomes. Our goal is to have the highest average teacher salary in Texas and the highest student achievement growth per dollar spent in the nation.

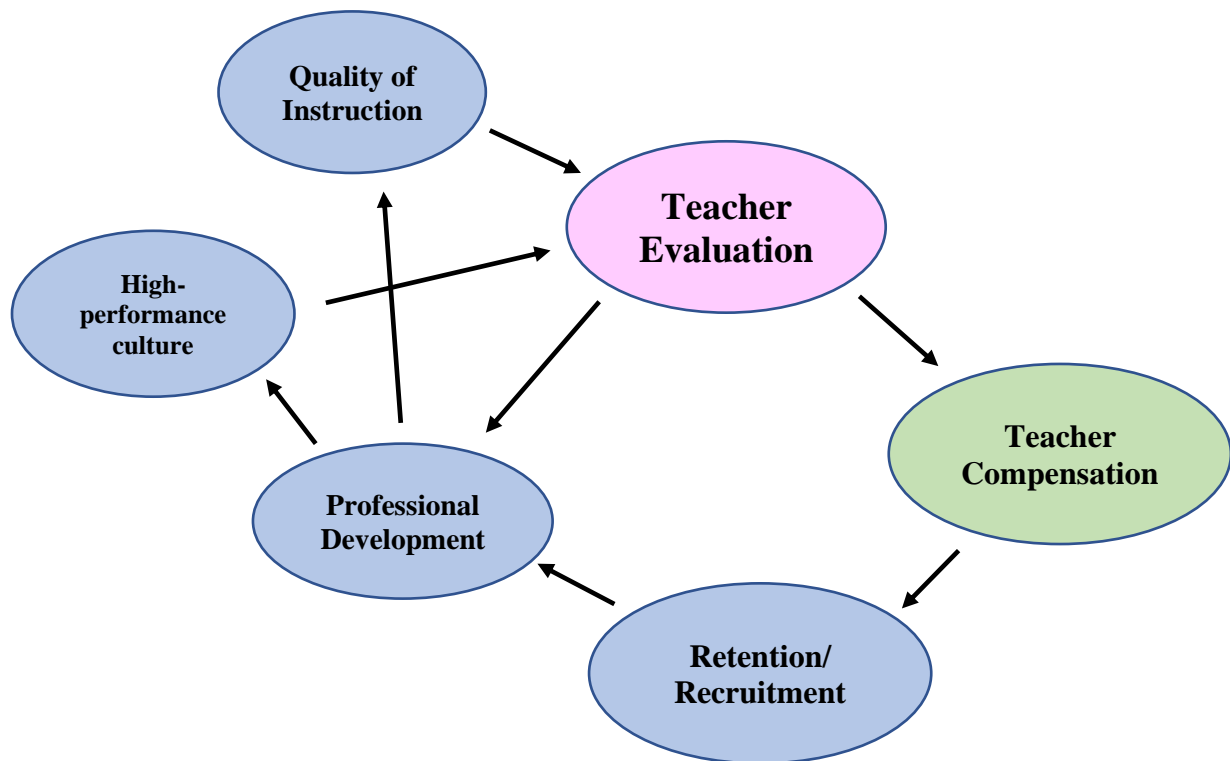
For the first year (2023-2024 school year), the financial cost is the difference in the compensation the teachers in the NES schools will receive. Including the NES stipend, the average teacher salary in the NES schools will be \$95,000 or \$20,000 higher than the average salary of the other HISD teachers.



### Part 3: Professional Development

We anticipate that the staff will need considerable professional development to meet our high instructional expectations. They will need to learn the HISD Ready characteristics and how to be effective using our unique LSAE model. And even a quick perusal of our evaluation and compensation system would reveal the centrality of teacher effectiveness and the high degree of accountability to which everyone in the school will hold themselves.

We are keenly aware that high accountability without a high level of support only breeds a climate of fear. Thus, the teachers at our schools will receive a lot of support and professional development that is directly tied to the evaluation rating.



The most important level of support we will provide our teachers is on-the-job coaching. This coaching happens every day and sometimes multiple times a day. Administrators are required to observe classroom instruction daily and to provide positive and constructive feedback frequently. Teachers also receive at least one spot observation a month (a 10- to 15-minute classroom observation) and at least eight throughout the school year. A sample spot observation form can be found at Appendix A.

Our schools' academic calendar will include 18 scheduled teacher professional development days. Seven of those days will be conducted before the start of school during teacher orientation. Two will take place after the last day of school. And nine professional development days are scheduled during the school year. Since two of the orientation days will be teacher workdays and because we usually allow teachers to use the last couple hours of the PD day to work in their classrooms, the official professional development time amounts to approximately 12 days during the year.

The topics for the teacher orientation professional development and the professional development for the first semester are detailed in the spreadsheets on pages the following two pages. The topics for the second semester PD will be determined later and based on the progress individual schools are making and any identified areas for improvement that arises from an analysis of the first semester.

Beyond the on-the-job coaching, spot observations, and professional development, we will grow the leadership capacity of all staff. All teachers will receive leadership training and a subset of "teacher leaders" will receive specialize training in leadership. Teacher leaders will help coach and mentor other teachers and will improve their skills and competencies by visiting other schools and attending relevant conferences.


## HISD Teacher Professional Development Schedule

Date	Time	Topic	Sub-topics
TBD	4 hrs	<b>The Why; Vision and Mission</b>	The state of the school; impact of COVID; Urgency, Core Beliefs, Focus
			The fundamental challenges
			The opportunity myth
			HISD's strategic vision and what it really takes
			Returning to reimagined schools
			Health and safety requirements
TBD	3hrs	<b>The quality of instruction</b>	Self-assessment of quality of instruction in each classroom
			Why it matters
			What it looks like; practices to avoid; HISD Ready characteristics
			How we will grow it and assess it
			Spot observation form; how to use it
			The coaching paradigm and instructional feedback
TBD	3 hrs	<b>Creating a high-performance culture</b>	Difference between climate and culture
			Key concepts and principles
			What does it look like?
			How to create a high performance culture
			Climate surveys
			Sensemaking
TBD	3 hrs	<b>Teacher eval and compensation</b>	Connection to Core Beliefs
			Self-assessment
			What does it mean to be an effective teacher?
			Current eval system
			The new teacher evaluation and compensation system
			Spot observations and instructional feedback
TBD	3 hrs	<b>Curriculum alignment</b>	Support for teachers
			Curriculum calendars and TEKS
			Lesson Objectives
			Demonstrations of Learning
TBD	3 hrs	<b>The LSAE model</b>	Lesson planning
			Differentiation
			LSAE rubric
			LSAE examples and videos of LSAE in action
TBD	3 hrs	<b>One classroom -- three locations</b>	Gallery walk
			What it looks like; key characteristics; examples
			The technology and equipment
			Implementation

Date	Time	Topic	Sub-topics
TBD	3 hrs	Model Instruction Practice -- Part 1 (teacher led)	Multiple response strategies HISD characteristics LSAE One classroom three locations
TBD	3 hrs	Model Instruction Practice -- Part 2 (teacher led)	Multiple response strategies HISD Ready characteristics LSAE One classroom three locations
TBD	3 hrs	School Action Plan	Systems thinking and action planning School Action Plan How to support the School Action Plan School Action Plan and teacher evaluation System assessment rubric
TBD	2 hrs	Quality of Instruction	Assessment of quality of instruction Review HISD Ready characteristics Support for improvement
TBD	3 hrs	PLC's and use of data	NWEA and DIBELS data DOL data How to participate in a PLC Extended LSAE
TBD	2 hrs	Team Building	Climate and culture Team Building Celebrations
TBD	4 hrs	Leadership density	Principles of leadership A leadership framework The Distinguished Teacher Review Self assessment D1 through D5 decisionmaking
TBD	4 hrs	Continuous improvement of the quality of instruction (teacher led)	Teacher evaluation self-assessment Tight alignment HISD Ready characteristics LSAE process



## Appendix A: Draft Spot Observation Form

 <b>HISD Spot Observation Form -- Core Subjects</b>		revised 1 June 2023		
Teacher:		Date:		
Gr./ Subject:		Time in:		
Observer:		Time out:		
Area	Instructional Characteristics	Pts. Awarded		
Lesson Obj. and DOL	Objective aligns to curriculum maps and assessments	(0-1)		
	Obj. provides focus and coherence to the lesson			
	Obj. is specific enough to be taught in 1 lesson			
	DOL is tied directly to the lesson objective and curriculum			
	DOL can be accomplished in 5 to 10 minutes			
Purposeful Instruction	Instruction and activities support the objective	(0-3)		
	Instruction is relevant and engaging and delivered in a way that maximizes understanding			
	Direct instruction is at grade level and rigorous			
	Transitions are smooth with no loss of instructional time			
	Lessons are adjusted based on classroom response data			
	The teacher requires the students to read, write, or think the entire lesson			
	A digital timer is used to guide pacing of the lesson			
Engage.	The teacher effectively uses multiple response strategies and uses an MRS every 4 min.	(0-3)		
	There is 100% student participation			
	Teacher uses a variety of MRS strategies			
	Students annotate work when appropriate			
LSAE Model	Uses the LSAE model to differentiate instruction into four levels	(0-2)		
	Separates students into appropriate groups for LSAE time			
	Work for each group is appropriately rigorous and tied to specific learning objectives			
	L's receive more direct instruction/extension of the lesson			
	Push-out occurs within 40 to 50 minutes of the start of the lesson			
	LSAE work includes minimum 500-word text or math story problems			
Classroom manage.	Classroom rules and procedures are clear, rehearsed frequently, and followed	(0-1)		
	Students enter and leave the class in an orderly and safe manner			
	The teacher appropriately redirects students and keeps the focus on instruction			
	The teacher follows the school's discipline policies and procedures			
Other Notes:			(TOTAL PTS.)	
Praise:				
Question:				
Polish:				
Overall score for this spot observation:				
Unsatisfactory (1-3)	Progressing (4-5)	Proficient (6-7)	Proficient II (8-9)	Exemplary (10)

## Appendix B: Distinguished Teacher Review Rubric

	Proficient			Exemplary		
	0	1	2	3	4	5
<b>Quality of Instruction</b>	<p>A classroom observation for approximately 20 minutes will be conducted by the DTR team. The DTR team may award up to five points to the teacher for the quality of instruction. They will use the spot observation form to assess the quality of instruction.</p>					
	Proficient			Exemplary		
	0	1	2	3	4	5
<b>Leadership</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks up in meetings, helping to make sense of information and contributing to professional dialogue and problem solving.</li> <li><input type="checkbox"/> Mentors or coaches others.</li> <li><input type="checkbox"/> Assumes a leadership position or role in at least some aspect of school life.</li> <li><input type="checkbox"/> Relentlessly pursues excellence in his work and for the organization.</li> <li><input type="checkbox"/> Demonstrates personal conviction toward the success of students and the school.</li> <li><input type="checkbox"/> Shows enthusiasm for the goals of the school or district.</li> <li><input type="checkbox"/> Demonstrates broad perspective and understanding of the interests of different groups or parts of the organization.</li> </ul>			<ul style="list-style-type: none"> <li><input type="checkbox"/> Helps to effect change in ways that secure staff cooperation and advances the goals of the organization.</li> <li><input type="checkbox"/> Challenges the status quo, seeking more effective ways to accomplish goals and improve the organization.</li> <li><input type="checkbox"/> Helps expand the leadership density in the school or District.</li> <li><input type="checkbox"/> Helps the leadership team attain the vision of the school or District.</li> <li><input type="checkbox"/> Inspires or gives hope to others.</li> <li><input type="checkbox"/> Demonstrates high standards of personal integrity and a commitment to a cause or an idea. Through her example or actions, helps others to do the right thing.</li> </ul>		

(cont.)

	Proficient			Exemplary		
	0	1	2	3	4	5
Lifelong Learner	<input type="checkbox"/> Actively seeks feedback, assessing her strengths, areas for growth, and preferences. <input type="checkbox"/> Takes advantage of multiple learning opportunities to grow personally and professionally. <input type="checkbox"/> Successfully completes relevant coursework at institutions of higher learning or completes other professional programs. <input type="checkbox"/> Participates in workshops or conferences. <input type="checkbox"/> Reflects on her behavior and instruction and acts upon her reflection to improve instruction or expand perspective. <input type="checkbox"/> Reads educational articles or publications. <input type="checkbox"/> Stays informed of major education legislation and policies.			<input type="checkbox"/> Earns a Master's degree or higher degree. <input type="checkbox"/> Acquires knowledge in more than one discipline (as if learning were a habit or state of mind). <input type="checkbox"/> Positively influences the attitude of students and colleagues toward lifelong learning. <input type="checkbox"/> Completes multiple professional development programs or activities over a number of years, demonstrating a commitment to growth and mastery of the educational craft. <input type="checkbox"/> Reflects on her behavior and abilities and challenges herself to continue to grow professionally. <input type="checkbox"/> Remains current in the field, including in the use of technology.		
	Proficient			Exemplary		
	0	1	2	3	4	5
Contributions to the Profession	<input type="checkbox"/> Shares work and ideas with other teachers. <input type="checkbox"/> Helps to advance the goals of the team, department, or school. <input type="checkbox"/> Conducts non-evaluative spot observations for peers. <input type="checkbox"/> Contributes to the professional development and growth of others in the school or District. <input type="checkbox"/> Serves on committees or boards at school or District level. <input type="checkbox"/> Formally teaches other professionals in the district (i.e., presents at workshops, teaches a Harrison cohort for UCCS, provides professional development at another school, etc.). <input type="checkbox"/> Collaborates with a team to improve the educational practices in the school or district.			<input type="checkbox"/> Collaborates with others to improve or influence educational practices or policies that have an impact beyond the school or district. <input type="checkbox"/> Develops materials or resources that help others improve teaching or expand capacity. <input type="checkbox"/> Shares ideas or work in ways that advance the profession and through media that reach a larger educational community (i.e., through journals, books, websites, articles, etc.). <input type="checkbox"/> Formally teaches other professionals outside of the District (i.e., presents at conferences, teaches a university class, conducts a workshop for another district, etc.). <input type="checkbox"/> Serves on a state or national committee or board. <input type="checkbox"/> Initiates important activities or programs to solve a significant problem or to improve professional practice among teachers.		

*For each criterion, start with the “Proficient” column. If the employee meets at least six of the seven criteria in the Proficient category, move to the “Exemplary” column.*

## Appendix C: Sample Student Survey

Student Survey (6-8)	
<b>Classroom Environment</b>	
Question	% favorable
How fair or unfair are the rules for the students in this class?	
On most days, how pleasant or unpleasant is your teacher's mood?	
On most days, how pleasant or unpleasant is the physical space in this classroom?	
How often do students behave well in this class?	
<b>Expectations and Rigor</b>	
Question	% favorable
How much does this teacher encourage you to do your best?	
Overall, how high are this teacher's expectations of you?	
How often does this teacher take time to make sure you understand the material?	
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	
How often does this teacher make you explain your answers?	
<b>Pedagogical Effectiveness</b>	
Question	% favorable
Overall, how much have you learned from this teacher about this subject?	
For this class, how clearly does this teacher present the information that you need to learn?	
When you need extra help, how good is this teacher at giving you that help?	
How often has this teacher taught you things that you didn't know before taking this class?	
How often does this teacher give you feedback that helps you learn?	
How comfortable are you asking this teacher questions about what you are learning in his or her class?	
How interesting does this teacher make what you are learning in class?	
During class, how motivating are the activities that this teacher has you do?	

Student Engagement	
Question	% favorable
In this class, how much do you participate?	
Overall, how interested are you in this class?	
How often do you get so focused on class activities that you lose track of time?	
How excited are you about going to this class?	
When you are not in class, how often do you talk about ideas from class?	
Supportive Relationships	
Question	% favorable
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	
If you had something on your mind, how carefully would this teacher listen to you?	
If you came back to visit class three years from now, how excited would this teacher be to see you?	
If you walked into class upset, how concerned would your teacher be?	
How interested is this teacher in your career after you finish school?	
How interested is this teacher in what you do outside of class?	

Student Survey (3-5)	
<b>Classroom Environment</b>	
Question	% favorable
How fair or unfair are the rules in this class?	
On most days, how pleasant is your teacher's mood?	
How often do students behave well in this class?	
<b>Expectations and Rigor</b>	
Question	% favorable
How much does this teacher encourage you to do your best?	
Overall, how high are this teacher's expectations of you?	
How often does this teacher take time to make sure you understand the material?	
When you feel like giving up, how likely is it that this teacher will make you keep trying?	
How often does this teacher make you explain your answers?	
<b>Pedagogical Effectiveness</b>	
Question	% favorable
How much have you learned from this teacher?	
How good is this teacher at helping you learn?	
How clearly does this teacher present the information that you need to learn?	
How good is this teacher at teaching in the way that you learn best?	
When you need extra help, how good is this teacher at giving you that help?	
How interesting does this teacher make what you are learning in class?	
How much did you learn from this teacher that you didn't know before taking his or her class?	

Student Engagement	
Question	% favorable
How focused are you on the activities in class?	
How interested are you in this class?	
How much do you participate in class?	
How excited are you about going to this class?	
Supportive Relationships	
Question	% favorable
If you had something on your mind, how carefully would this teacher listen to you?	
When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	
How interested is this teacher in what you want to be when you grow up?	
How much does this teacher want to learn about what you do when you are not in school?	

## Appendix D: Performance Evaluation Rubric

### Teacher Performance Evaluation Rubric

revised 22 July 2023

<b>Classroom Environment</b>			
<b>Unsat (0)</b>	<b>Progressing (1-2)</b>	<b>Proficient (3-4)</b>	<b>Exemplary (5)</b>
<ul style="list-style-type: none"> <li>Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences.</li> <li>The classroom arrangement is either unsafe or the environment is one that impedes learning.</li> <li>Does not monitor student behavior well and enables students to misbehave. Student behavior impedes learning in the classroom.</li> <li>Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are not in place and not readily available when needed.</li> <li>The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students.</li> <li>Procedures for independent and/or cooperative group work are not established and/or not reinforced, resulting in considerable “down-time” where students are not productively engaged in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Learning experiences are primarily teacher-directed and students generally comply with directions. Learning is passive.</li> <li>Creates an environment that is safe and orderly, but limited attention has been placed on creating an environment that facilitates a focus on learning.</li> <li>Consistently implements the campus and/or classroom behavior system proficiently. Student behavior sometimes impedes student learning.</li> <li>Establishes routines, transitions, and procedures, but they are inconsistently used or monitored. Required materials and supplies are in place.</li> <li>The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities.</li> <li>In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an expectation around engagement that learning is an active process. Facilitates learning experiences that promote collaboration.</li> <li>The classroom environment is safe, organized and designed to support a student focus on learning purposes.</li> <li>Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.</li> <li>Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning.</li> <li>Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies.</li> <li>Students consistently assume responsibility for following procedures for independent and/or cooperative group work.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an expectation that learning is active not passive. Facilitates challenging learning experiences that promote both collaboration and independent learning for all students.</li> <li>Establishes a comfortable, safe, and orderly environment that is organized to facilitate a focus on learning.</li> <li>Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</li> <li>Establishes and uses effective routines, transitions, and procedures to support students in carrying out routine tasks. Required materials and supplies are in place resulting in highly efficient practices that maximize time for learning.</li> <li>Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible. The physical arrangement of the classroom is flexible to maximize student engagement strategies.</li> <li>Students consistently assume responsibility for following procedures for independent and/or group work and hold themselves accountable for contributing productively to their own learning.</li> </ul>



<b>Meeting Diverse Needs</b>			
<b>Unsat (0)</b>	<b>Progressing (1-2)</b>	<b>Proficient (3-4)</b>	<b>Exemplary (5)</b>
<ul style="list-style-type: none"> <li>Assumes minimal responsibility in the RTI process and sometimes does not collaborate with special service providers to support students with unique learning needs.</li> <li>Student information is not used to plan instruction for learners in the general education classroom who have special needs (e.g., ELL, GT, Special Education and 504 students).</li> <li>Provides one-size-fits-all lessons without meaningful differentiation for students with special needs.</li> <li>Does not provide scaffolded or differentiated materials or content to enable students to access grade level learning.</li> <li>Resists or is passive in collaborating with others to implement and monitor individual student plans. Participation in PLCs is passive.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in required meetings to discuss concerns for specific students. However, engagement with special services providers is not initiated.</li> <li>Waits for student information that is provided by others to plan for learners with special needs (e.g., ELL, GT, Special Education and 504 students) who are in the general education classroom.</li> <li>Adapts lessons to address individual needs of most students.</li> <li>Uses differentiated instructional methods and content that allow students to have access to grade level rigor.</li> <li>Allows others to take the lead in directing, implementing, and monitoring individual student plans. Participation in PLCs is passive.</li> </ul>	<ul style="list-style-type: none"> <li>Participates fully in the RTI process, adhering to building RTI protocols and consults with special service providers to support student needs.</li> <li>Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs (e.g., ELL, GT, Special Education, and 504 students).</li> <li>Adapts lessons to address individual needs of students.</li> <li>Uses some scaffolding and differentiated instructional methods and content to ensure students have access to grade level and more rigorous learning.</li> <li>Participates in professional learning communities (PLCs) and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes an active role to serve students with diverse needs and works collaboratively with special service providers to support students.</li> <li>Establishes a system for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs who are in the general education classroom (e.g., ELL, GT, Special Education and 504 students).</li> <li>Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.</li> <li>Provides appropriate scaffolding and differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.</li> <li>Participates actively in professional learning communities (PLCs), forms partnerships, and works interdependently as a team with other educators to continually monitor and adjust lesson plans and individual student plans.</li> </ul>

## Professional Behavior

Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> <li>• Is sometimes late to work or scheduled meetings. Their behavior in this area negatively impacts the mission of the school or negatively impacts the work of colleagues or students.</li> <li>• Fails to meet the attendance requirements and rules.</li> <li>• Raises concerns and problems through inappropriate channels. Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity.</li> <li>• Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.</li> <li>• Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.</li> <li>• Absent from assignment and assigned duties and/or is habitually late.</li> </ul>	<ul style="list-style-type: none"> <li>• Is on time to work and to scheduled meetings. On rare occasions, is late to work or scheduled meetings.</li> <li>• Meets the attendance requirements and rules, but needs constant oversight and supervision in this area. May not fully understand how their absence impacts students and colleagues.</li> <li>• Is not solution oriented and sometimes voices concerns and problems in ways that are not helpful or that spread negativity.</li> <li>• Interactions with students, parents, staff, and the community are neutral. Complies with respectful workplace behaviors.</li> <li>• Uses poor judgment when dealing with students, parents and/or colleagues.</li> <li>• Performs assignment and other duties as assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Is on time to work and to scheduled meetings.</li> <li>• Adheres to the attendance requirements and rules, understanding how their absence impacts students and colleagues.</li> <li>• Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity.</li> <li>• Consistently models respect for others when interacting with students, parents, staff, and the community. Models respectful workplace behaviors.</li> <li>• Deals with students, parents and/or colleagues with honesty and integrity.</li> <li>• Assumes responsibility for the successful implementation of their assignment and other duties as assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Is on time to work and to scheduled meetings.</li> <li>• Has good attendance and understands how their absence impacts students and colleagues.</li> <li>• Raises concerns and problems through appropriate channels rather than simply complaining and spreading negativity.</li> <li>• Attempts to solve problems to improve the school environment and culture.</li> <li>• Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.</li> <li>• Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community.</li> <li>• Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.</li> </ul>

## Supporting a High-Performance Culture

Unsat (0)	Progressing (1-2)	Proficient (3-4)	Exemplary (5)
<ul style="list-style-type: none"> <li>• Takes a passive role in supporting the Action Plan, allowing others to fulfill the goals and priorities outlined in the plan.</li> <li>• Does not attempt to continually improve; seems attached to the status quo.</li> <li>• Some of the teacher's actions or communications take away from a positive and supportive school climate.</li> <li>• Does not act in ways that reinforce the implementation of school improvement efforts.</li> <li>• Engages in disagreements and/or is unsupportive of school improvement efforts.</li> <li>• Works in isolation with little evidence of collaboration with colleagues or of a willingness to learn from others.</li> <li>• Rarely makes an effort to share knowledge with others or to contribute productively to the professional learning of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan.</li> <li>• Continually attempts to improve their performance.</li> <li>• Does not take the initiative to help create a positive and supportive school climate.</li> <li>• Maintains relationships with colleagues to fulfill duties that the school requires.</li> <li>• Supports the school's focus on improving the quality of instruction for students.</li> <li>• When required, participates in groups and teams to achieve common goals, and continuously learn from one another.</li> <li>• Sometimes participates in school or district teams or professional learning, but does so without contributing significantly to the work of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participates and contributes to the fulfillment of the goals and priorities outlined in the Action Plan.</li> <li>• Continually attempts to grow and perfect their craft and supports others in their growth journey.</li> <li>• Assumes responsibility for doing their part to create a positive and supportive school climate.</li> <li>• Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school.</li> <li>• Supports the school's focus on improving the quality of instruction for all students.</li> <li>• Actively participates in groups and teams to achieve common goals and continuously learn from one another.</li> <li>• Volunteers to participate in school or district teams or professional learning, making an important contribution to the work of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the Action Plan.</li> <li>• Continually attempts to grow and perfect their craft and supports others in their growth journey.</li> <li>• Assumes responsibility for doing their part to create a positive and supportive school climate.</li> <li>• Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents, and others to contribute to the effective functioning of the school and/or programs within the district.</li> <li>• Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy.</li> <li>• Exhibits highly collaborative skills and works well as part of a team to achieve common goals and continuously learn from one another.</li> <li>• Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.</li> </ul>

**Principal notes:**

**Teacher score:**

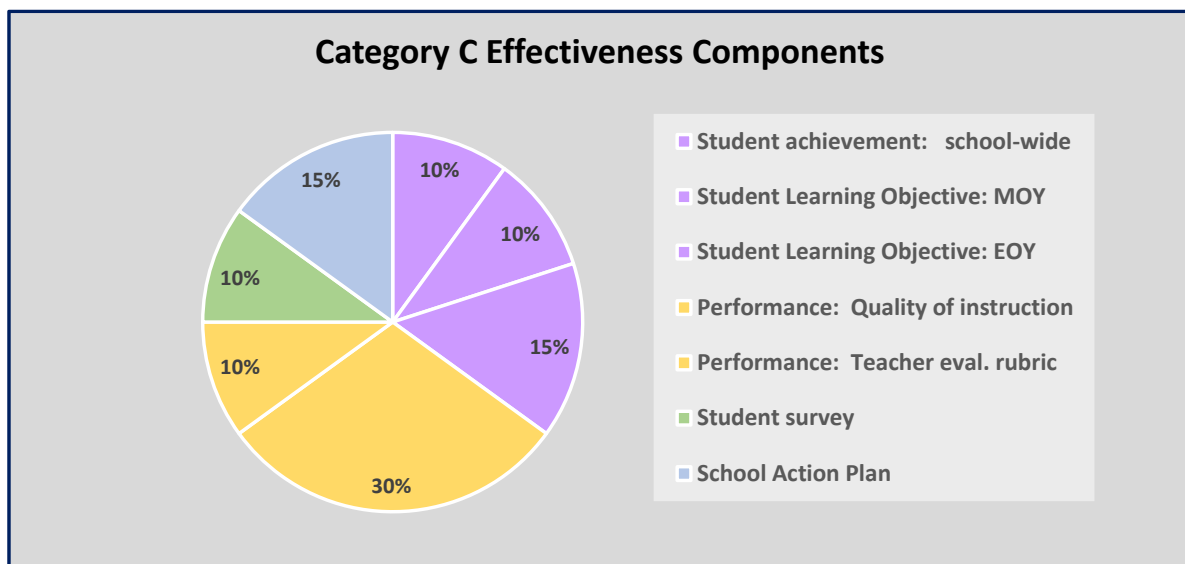
Category	Score
Classroom Environment	
Meeting Diverse Needs	
Professional Behavior	
Supporting a High-Performance Culture	
<b>TOTAL</b>	

## Appendix E: SLO Template

### Student Learning Objective

*revised 2 June 2023*

Because of limited student achievement data for some courses, Category C and Category D teachers will develop Student Learning Objectives (SLOs) for each semester. SLOs are specific, measurable student achievement or performance outcomes for one semester or year. SLOs are developed at the beginning of the year and must be approved by the Principal or Assistant Principal. They are assessed at the middle of the year (MOY) and at the end of the year (EOY). SLOs count for 25% of a teacher's evaluation -- the MOY score is 10%; the EOY score is 15%.



For the 2022-2023 school year, and prior to 17 September, each Category C and Category D teacher will create two MOY Student Learning Objectives and three EOY SLO. These SLO's must be measurable and written in SMART-goal format. Additionally, the teacher must detail the outcome that matches each performance level – Unsatisfactory, Progressing, Proficient, Proficient II, and Exemplary. (See the template below.) Also, the five learning objectives must be different and represent five different performance metrics.

The teacher's evaluator must approve the MOY and EOY SLOs. The evaluator will also apply a "degree of difficulty coefficient" to each SLO. A rigorous SLO will have its score multiplied by 1.2. The average SLO will be multiplied by 1.0, and an SLO that is not very rigorous will be multiplied by .8.

Teachers and evaluators will use the template provided below.

# Student Learning Objective Template

Teacher Name: \_\_\_\_\_ Elective/Course: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date SLOs approved: \_\_\_\_\_

## Student Learning Objective MOY (10 pts.)

### MOY SLO 1

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

### MOY SLO 2

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

MOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 1				
SLO 2				
			Total Pts.	

### Student Learning Objective EOY (15 pts.)

#### EOY SLO 3

Description of achievement or performance metric:				
1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

### EOY SLO 4

Description of achievement or performance metric:

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

### EOY SLO 5

Description of achievement or performance metric:

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X <$	$\leq X <$	$\leq X <$	$\leq X <$	$X \geq$

### EOY SLO Assessment

	Rating	Initial Pts.	Degree of difficulty	Pts.
SLO 3				
SLO 4				
SLO 5				
			Total Pts.	



## Student Learning Objective **SAMPLE 1** Template

**Teacher Name:** \_\_\_Ian Gregory\_\_\_\_\_ **Elective/Course:** \_\_\_5<sup>th</sup>/6<sup>th</sup> grade Dance\_

**Evaluator:** \_\_\_Tom Ashward\_\_\_\_\_ **Date SLOs approved:** \_\_\_14 Sep 2022\_\_\_

### Student Learning Objective MOY (10 pts.)

#### MOY SLO 1

##### **Description of achievement or performance metric:**

In the final, individual performance exam administered in December 2022, 90% of the students will demonstrate the seven movements of dance at the proficient level as assessed by specific, outlined criteria for each dance movement.

*[Only the scores of the students who have been continuously enrolled for at least 60 school days during the first semester will be counted for this SLO.]*

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

#### MOY SLO 2

##### **Description of achievement or performance metric:**

By December 15, 2022, on the final written exam of dance vocabulary, technique, elements of dance, dance structures, and choreographic devices, the average score will exceed 85%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

**SAMPLE**

MOY SLO Assessment				
	Rating	Initial Pts.	Degree of difficulty	Pts.
<b>SLO 1</b>	Proficient 2	4	1.2	4.8
<b>SLO 2</b>	Proficient I	3	1	3
			<b>Total Pts.</b>	<b>8</b>

**Student Learning Objective EOY (15 pts.)****EOY SLO 3****Description of achievement or performance metric:**

In the final, individual performance exam administered in May 2023, 90% of the students will demonstrate eight core ballet and dance techniques at the proficient level as assessed by specific, outlined criteria for each technique.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 75\%$	$75\% \leq X < 80\%$	$80\% \leq X < 85\%$	$85\% \leq X < 90\%$	$X \geq 90\%$

### EOY SLO 4

#### Description of achievement or performance metric:

During the second semester, and by 1 May 2023, 85% of the students will choreograph and perform a dance routine demonstrating the eight key dance ballet and dance techniques at the proficient level as assessed on the performance rubric created by the dance team.

*[This assessment will be conducted with students in groups of four or five.]*

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 64\%$	$64\% \leq X < 71\%$	$71\% \leq X < 78\%$	$78\% \leq X < 85\%$	$X \geq 85\%$

### EOY SLO 5

#### Description of achievement or performance metric:

During the second semester, and by 1 April 2023, for the unit exam, students will write a 300-word essay describing the dance movements and techniques after watching three clips from Broadway musicals. The average score on this exam will be at least 80%.

1 pt.	2 pts.	3 pts.	4 pts.	5 pts.
Unsat.	Progressing	Proficient	Proficient II	Exemplary
$X < 65\%$	$65\% \leq X < 70\%$	$70\% \leq X < 75\%$	$75\% \leq X < 80\%$	$X \geq 80\%$

### EOY SLO Assessment

	Rating	Initial Pts.	Degree of difficulty	Pts.
<b>SLO 3</b>	Proficient 2	4	1.2	4.8
<b>SLO 4</b>	Exemplary	5	1.2	6
<b>SLO 5</b>	Proficient 1	3	0.8	2.4
			<b>Total Pts.</b>	<b>13</b>

