



Design Process for the New HISD Appraisal & Development System

District Advisory Committee Meeting |
September 16, 2010

HISD Executive Sponsors:

Julie Baker, Chief Major Projects Officer
Ann Best, Chief Human Resources Officer

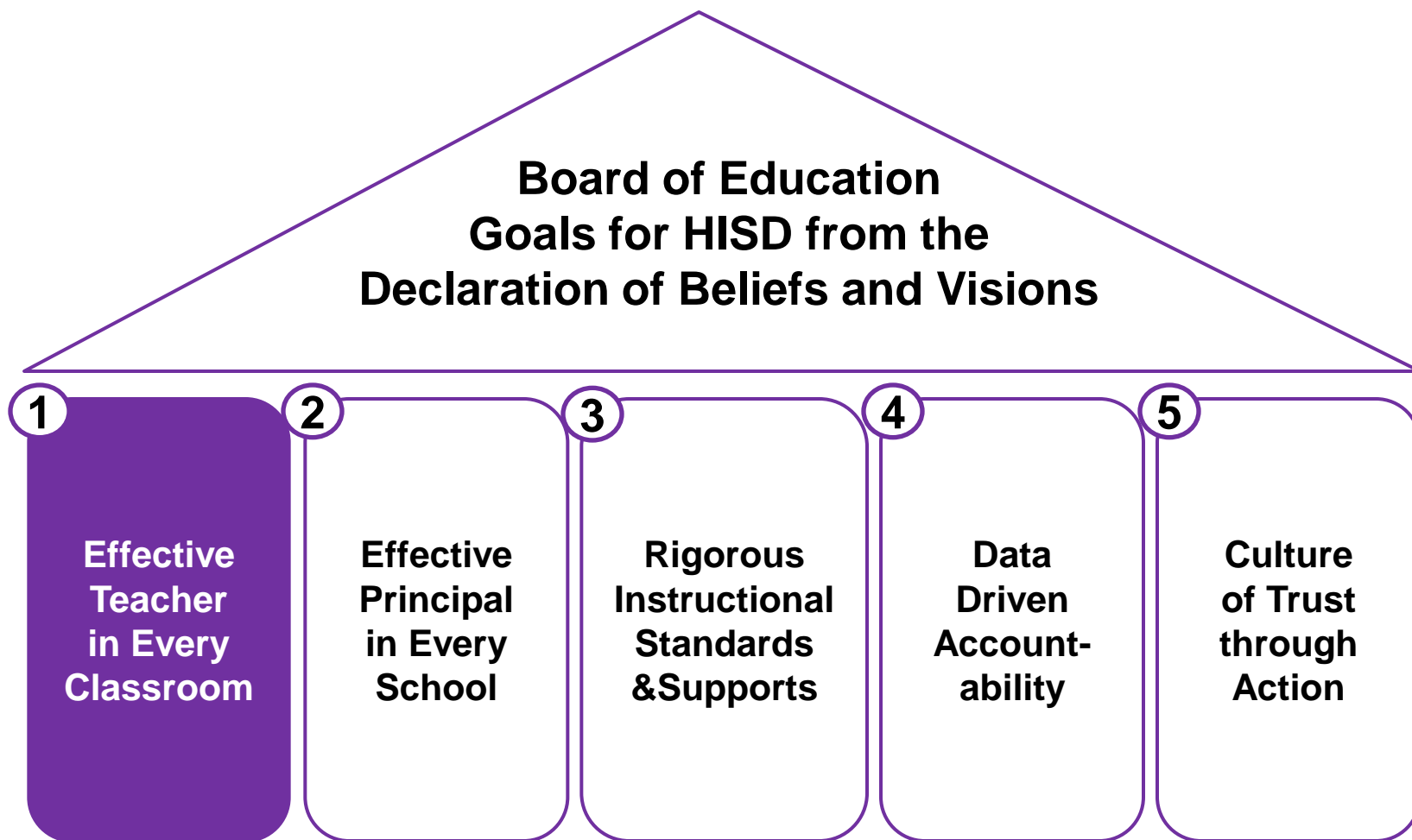


Agenda

- ☐ **Overview of the HISD's Strategic Direction Core Initiative:
An Effective Teacher in Every Classroom**
- ☐ Process for Building a New Appraisal & Development System
- ☐ Guiding Principles for the Appraisal & Development System
- ☐ What to Expect and What you can Do



HISD's Strategic Direction is composed of five core initiatives, the first of which is to ensure that there is an effective teacher in every classroom.





To ensure that every student in HISD gets the education they deserve by being taught by effective teachers, HISD must and will transform how it recruits, develops and retains its teachers by implementing four key strategies.

- Designing a new teacher appraisal process that is fair, accurate and useful to both teachers and principals
- Providing all our teachers with the individualized support they need to do their best work
- Creating new career pathways and compensation offerings for our most successful teachers, so that we can reward them and learn from them
- Improving our teacher recruitment efforts by hiring from programs that have a track record of producing effective teachers



At the center of this transformation is the task of building a more fair and accurate teacher appraisal system that drives continuous growth and development of teachers.

HISD learned from over 6,000 teachers and over 100 principals last spring that the current appraisal system (PDAS/MPDAS) does not accurately assess teacher performance and does not provide meaningful feedback on their performance:

Percentage of Respondents Who “Agree” or “Strongly Agree” That the PDAS/MPDAS Process...	Teachers (PDAS)	Teachers (MPDAS)	Principals (PDAS/MPDAS)
... allows appraisers to accurately assess teachers' instructional performance. (i.e., the appraisal ratings reflect teacher effectiveness in promoting student achievement).	44%	55%	28%
...recognizes effective instructional performance.	48%	56%	29%
...identifies and offers concrete steps to remedy poor performance.	39%	46%	19%
...helps teachers improve their instructional performance.	43%	50%	20%
Total respondents	5,108	3,183	114

**To give students effective teachers,
HISD first must give teachers better information about their performance**



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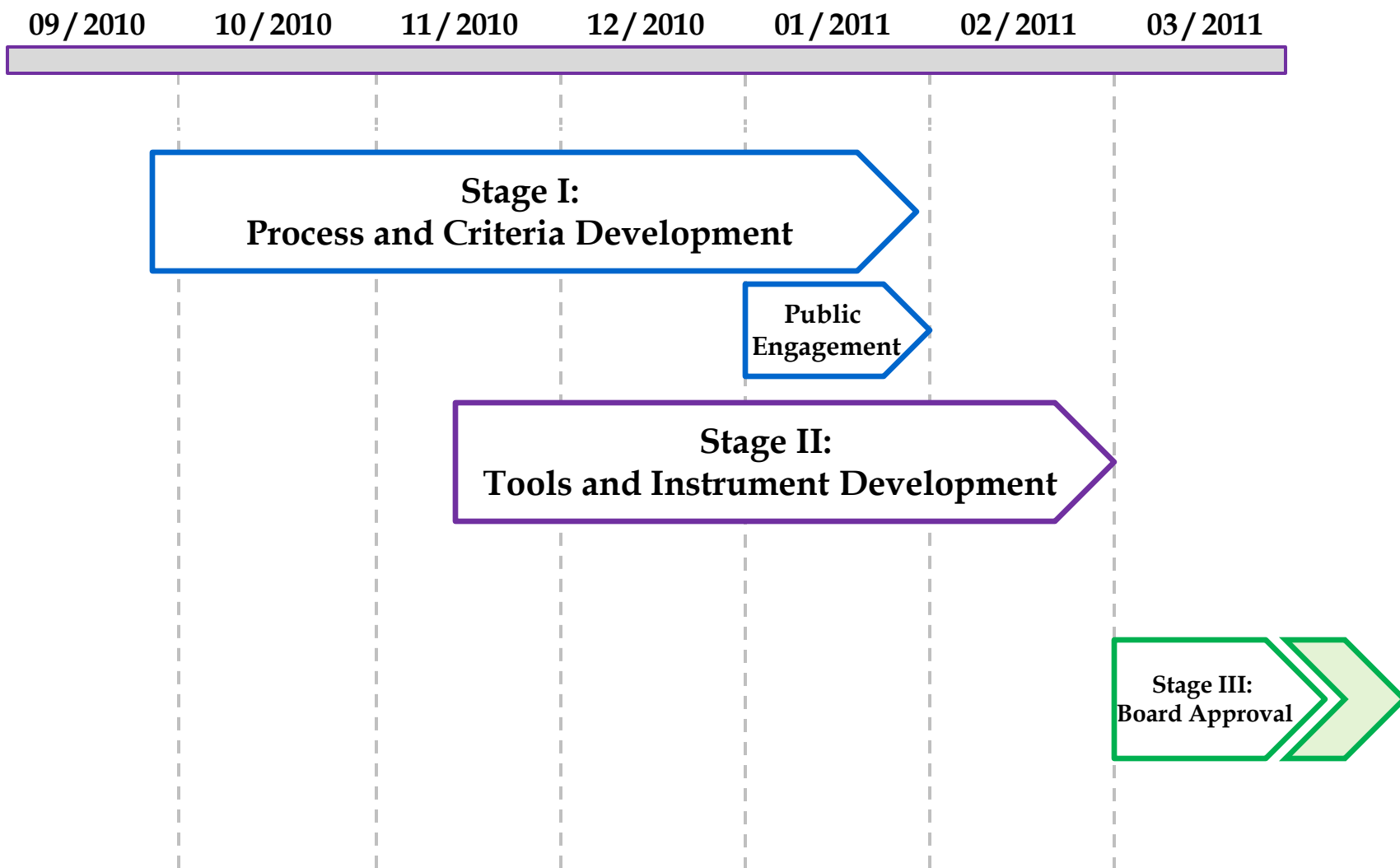


The DAC and SDMCs will have the exciting responsibility of generating the process and criteria for the new appraisal system.

- State guidelines require that HISD will engage both the District Advisory Committee (DAC) and the Shared Decision-Making Committees (SDMCs) in developing the appraisal process and performance criteria for the new appraisal system.
 - **The criteria will be** principles by which teacher performance will be evaluated
 - **The process will be** the set of rules and procedures under which educators will be evaluated, including: assessment methods; the frequency and timeline for observation, modes for feedback.
- Smaller working groups will meet on a concurrent basis to develop the tools and instruments (e.g., rubrics and forms) required to implement the system based on the criteria and process developed by the DAC and the SDMCs.



There will be three stages for developing a new system, each which have specific charges and participants.





Stage I – Process and Criteria Development

Overview: Stage I of the development process will take place from the end of September through the middle of January 2011. During this time, DAC and the SDMCs will develop and the performance criteria and appraisal process through a series of meetings by the SDMCs submitting recommendations to the DAC.

Details:

The SDMCs will be convened 4 times over a 4 month period:

- During those meetings, SDMCs will be provided with the information and materials that will guide and facilitate their input on the new appraisal & development system's process and criteria.
- After each of these meetings, every SDMC will be provided with a working period, where they will have the time to meet amongst themselves to review the information and submit feedback to the DAC on the system's appraisal process and criteria.

The DAC will meet twice a month, once during the regularly scheduled DAC meetings and at additional meetings to be provided information and materials to guide and facilitate the DAC's development of the process and criteria and to review the recommendations from the SDMCs.

There will be an extensive public comment period based upon the process and criteria developed by the DAC and SDMCs, and both will be able to review and reflect on feedback gathered during that time.



The DAC will play a pivotal role in the development of this new appraisal system by reviewing the SDMC recommendations and further refining the process and criteria.

- Under this process, the DAC as a unique and exciting opportunity to be a significant partner in creating a new appraisal system.
- As a result, the DAC will need to lead this design process in order to create a new appraisal system that will provide teachers with the individualized feedback and support they need in order to ensure every HISD student is taught by an effective teacher.
- The appraisal system will benefit greatly from the educators and other stakeholders on the DAC and SDMCs, which will ensure that it is a fair, credible system that is useful to teachers, principals and others in at individual schools.



Stage II – Tools and Instrument Development

Stage II Overview: Stage II of the development process will take place during early to mid-November 2010 through February 2011, partially overlapping with Stage I.

Details:

Once the SDMCs and DAC have given enough direction on the criteria and process, working groups will begin to convene in order to develop the appraisal system tools and instruments to support implementation.

Once the working groups have developed the system tools and instruments, they will be shared with the DAC for further input.

Working groups will include teachers, principals, and HISD staff and their work will be shared with the DAC for feedback. The DAC members will also be invited to select and participate in specific working groups.



Stage III – Presentation to the HISD Board of Trustees

Overview:

Stage III, the final stage of the design process, will take place in March 2011.

Details:

Once the DAC and the SDMCs have reviewed and considered all feedback from the district's stakeholders, and the working groups have been able to finalize the tools and instruments to support the implementation of the new appraisal & development system, Superintendent Dr. Grier will present the final proposal to the HISD Board of Education for approval.



Key Dates for Process and Criteria Development

SDMC Meetings and Key Dates (Stage I)

SDMC Design Meetings

- September 27 – October 13
- October 23 or 25
- November 20 or 22
- January 24- January 28

SDMC Working Periods

- September 27– October 13
- October 26– November 5:
- November 23 – December 10th
- January 31st –February 2nd

SDMC Recommendation Submissions

- October 13th
- November 5th
- December 10th
- February 2nd

DAC Meetings and Key Dates (Stage I)

DAC Preview of Upcoming Content for Design Meetings (at least 45 minutes during scheduled meetings)

- September 27th
- October 21st (already scheduled)
- November 18th (already scheduled)

DAC Review of SDMC Recommendations (2hrs)

- October 18th
- November 11th
- December 16th (already scheduled)
- February 7th



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To help guide the design process, HISD recommends the following design principles.

- 1 The purpose of the new appraisal and development system will be to:
 - Ensure we have an effective teacher in every classroom
 - Provide frequent, meaningful feedback to all teachers on their performance
 - Accurately differentiate teacher performance across a continuum of effectiveness in order to recognize HISD's top performing teachers and to provide intensive support to those in need of improvement
 - Allow for targeted and individualized professional development opportunities for all teachers to support continuous professional learning and growth
 - Define parameters for making key personnel decisions, such as contract granting and renewals, career leadership opportunities and compensation.
- 2 All teachers will be a part of the annual appraisal process.
- 3 Each teacher will be assigned an individual who is held accountable for conducting his or her appraisal and collaborating with teachers on their professional development. Such individuals will be trained on how to effectively conduct appraisals and collaborate with teachers on their development.



Guiding Principles (continued)

- 4 To be fair and accurate, teacher performance appraisals will incorporate multiple performance criteria, which include, per state statute, student performance, and discipline management. HISD will seek to measure student performance in part by student learning outcomes, indicated by both student mastery and improvement over time.
- 5 All teachers will receive targeted professional development and such development will be differentiated based upon performance level and individual needs. Teachers who fall below performance standards will be given additional, intensive support to improve.
- 6 All appraisal instruments will include clear performance standards and wherever possible, be centered on student performance and behavior.
- 7 A credible process to ensure reliability of teacher performance appraisal ratings will be included to ensure high-quality school-level implementation of the new system.
- 8 The new system will be informed by extensive stakeholder feedback and its design will be continuously revised based upon lessons learned through implementation and progress towards the system's stated goal.



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- ❑ **Next Steps, What to Expect, and What you Can Do**



What to Expect

What to Expect:

- Receiving an email confirming all the meeting dates and times
- Teachers and Principals will learn about the process the week of the September 27-1st
- Next week information will be shared with teachers, principals and the broader community on this design work in particular
- Weekly updates once the process begins to keep you informed.



What you Can Do

- Attend all DAC meetings
- Engage teachers, principals, and community members in a discussions on what they believe should be a part of the teacher process.
- Be sure to actively participate and represent your views and those that you represent.
- Inform people about the process, answer any questions that you can and direct them to send questions or comments to effectiveteachers@houstonisd.org
- Carefully review all the materials provided to you on the core initiative and the design work specifically
- Encourage others to become actively engaged in the process over time.



Questions? Comments?

- Questions?
- Please email questions or comments to effectiveteachers@houstonisd.org.
- Thank you!