

Principle 3: Supporting Effective Instruction and Leadership

3.A Develop and Adopt Guidelines for Local Teacher and Principal Evaluation and Support Systems

This section provides a description of the state's guidelines for local teacher and principal evaluation and support systems. Beginning with information regarding the current system, the section describes progress the state has made toward developing and piloting new appraisal systems focused on improving practice and raising student achievement.

3.A.i. Teacher Evaluation and Support Systems

The Texas Education Agency's (TEA) approved instrument for evaluating teachers, the Professional Development and Appraisal System (PDAS), is currently used by 86 percent of LEAs in the state and has been in place since 1997. As research has routinely emphasized, the number one in-school factor for increasing student achievement is the effectiveness of the teacher, and since 2009, Texas has made significant strides to improve both the quality of its educator preparation programs and the quality of individual teacher evaluations so that teachers and administrators have more meaningful feedback on student learning and growth. In acknowledging the vital roles teachers play in student achievement and based on feedback from the field, TEA has revisited the state's approved instrument for evaluating teachers.

Stakeholder Involvement

During the fall of 2011, the TEA created the Teacher Effectiveness Workgroup, comprised of members from the agency's Educator Initiatives department, the USDE-funded Texas Comprehensive Center, Educate Texas (a public-private education initiative of the Communities Foundation of Texas), and the Region XIII Education Service Center. This workgroup examined literature on promising and state practices on evaluating educator effectiveness, including different appraisal models from across the nation, to help inform the development of a new Texas system. As a key resource, the workgroup reviewed and used the National Comprehensive Center for Teacher Quality's publication, *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems*.

Additionally, from December 2011 to December 2012, TEA participated in the Texas Teaching Commission. This group was convened by a statewide nonprofit, Educate Texas, and was comprised of 17 stakeholders representing teachers, administrators, business and community members. Over the course of 13 face-to-face meetings and multiple conference calls, this group reviewed research, heard expert testimony, and developed consensus on a broad number of issues related to preparation, induction, evaluation, professional development, and compensation for teachers. The culmination of this work resulted in the development of 63 policy recommendations related to the continuum of teacher quality in Texas. Of those recommendations, 18 were specifically directed at TEA and the State Board for Educator Certification (SBEC). Since the release of the report in December 2012, TEA and SBEC have undertaken the steps to adopt many of the recommendations, including reexamining current efforts underway related to development of value-add modeling and new observation rubrics.

Standards Setting and Evaluation Redesign

During the fall of 2013, TEA worked with a teacher steering committee comprised of classroom teachers from a variety of subjects and grade levels, campus principals, members from the higher education community, evaluation trainers from state regional service centers, and teacher association members to revise teaching standards and develop a new, state-recommended appraisal system in accordance with §21.351 of the Texas Education Code. This committee began the work by revising and updating the state teaching standards to reflect best practices for today's classrooms that have a research base in improving student achievement. These aspirational standards (see Attachment I) provide goals for which all teachers can strive regardless of where they are in their career – both master teachers and beginning teachers will find practices captured in the standards toward which they can work. These standards ~~are in the process of being~~ have been adopted into commissioner's rule in Chapter 149 of the Texas Administrative Code.

During the spring of 2014, the teacher steering committee developed an evaluation system tied to the teaching standards. In the redesign of the state evaluation system, the committee focused on creating a system that would be used for continuous professional growth and that will de-stigmatize the observation process, moving the mindset around observation and evaluation away from one of compliance to one of feedback and support. The system they created will provide for actionable, timely feedback that will allow teachers to make efficient and contextual professional development choices that will lead to an improvement in their teaching. The characteristics of this system that will promote these goals include:

- Multiple measures of performance, including rubric-based observations, a teacher-directed goal-setting process that will allow for all teachers, in consultation with their campus leadership team or principal, to identify key areas for improvement and track his/her growth towards those goals (referred to as the teacher self-assessment component), and a measure of student growth at the level of the individual teacher.
- A rubric (see Attachment II) with five performance levels that clearly differentiate practices. The rubric allows for immediate feedback built into the document itself – any teacher can self-assess, and any teacher can look to the practices articulated in the levels above his or her observation score and understand which practices will elevate their performance.
- A teacher self-assessment that allows all teachers to determine their professional growth goals, build a professional development plan to attain those goals, and track the progress of their development over the course of the year based on both their assessment of their practice within their unique teaching context and the feedback received during the ongoing formative and end-of-year summative conversations with their appraiser.
- A student growth measure at the individual teacher level that will include a value-add score based on student growth as measured by state assessments for teachers for whom a value-add score can be determined, or student growth based on student learning objectives, portfolios, or district pre- and post-tests.
- These multiple measures, taken together, will provide a more complete narrative of teacher performance than any single measure taken by itself and will comprise a summative evaluation score based on the following weights: observation and teacher self-assessment will comprise 80% of the evaluation score, and student growth will comprise 20% of the evaluation score.

The relative weight of the rubric-based observation (80% overall, which includes 10% of the overall evaluation score attributed to the teacher self-assessment) aligns with the idea that a teacher's primary focus should include the daily interaction between a teacher and his/her students – around building positive relationships with students in the midst of productive learning environments that seek to address students' academic, cognitive and developmental needs. Although this focus will lead to academic gains, the positive benefits of this learning environment are not limited to academic gains as measured by tests, whether local, state or national. With the rubric comprising the bulk of a teacher's evaluation score, teachers are encouraged and incentivized to build skills in students that may not manifest themselves on tests or by the end of a single academic year, but will be captured within the performance levels of the observation rubric.

The state recommended teacher evaluation system will encourage annual evaluations with at least a single formal observation and multiple informal observations and walk-throughs, in alignment with House Bill 2012, passed in 2013 during the 83rd legislative session, which broadened the scope of the evaluation process to include additional observations and walk-throughs as necessary to ensure adequate guidance for teachers. During the two-day face-to-face appraiser training on the state teacher evaluation system, participants will discuss best-practices for fostering open, collaborative campus cultures where feedback and opportunities for instructional growth are embedded into the school calendar so that teachers can consistently work with their campus peers throughout the school year on pedagogy and content delivery in response to both the annual process for self-reflection, goal setting and goal attainment and feedback from appraisers and instructional leaders on areas for improvement. Appraiser training will also stress the importance of open dialogue between teachers and campus leaders that allow for both groups to further develop insight into good instructional practices, and the role that teacher leaders should play in informal observations and collaborative professional development. TEA will work with the 20 regional service centers to offer assistance and support to districts that lack the personnel capacity to implement their preferred evaluation process.

Student Growth

TEA is committed to implementing an evaluation system that provides teachers and principals with the most valuable data and information that will be used in making professional development and growth decisions. All measures of student growth will be piloted, reviewed and assessed against this criteria.

Districts will be given flexibility in choosing from student learning objectives, portfolios and district pre- and post-tests as means by which to measure student growth for teachers for whom value-add scores cannot be calculated. In making these choices, districts will have the option of using any of the three methods, provided that the choice for a particular grade and subject is uniform throughout the district, i.e. if a district chooses to use portfolios for a teacher's student growth score for Art I, then all district Art I teachers would need to use portfolios for their measure of student growth.

TEA is working with SAS Institute, Inc. to develop a value-add model to capture student growth for teachers whose students take state assessments. Although ~~this model is still in development~~ will be piloted during the 2014-2015 school year, and it likely will cover teachers of state-tested subjects from fourth or from fifth grade through end-of-course exams at the high school level. TEA will weigh feedback from pilot districts, including the usefulness of value-add data as calculated by the pilot model, to inform how value-add measures will be used during the 2015-2016 refinement year.

TEA will provide guidelines ~~on its website~~ for districts [through the 20 regional service centers](#) in how to ~~use-implement~~ student learning objectives, portfolios and district pre- and post-tests as measures of student growth. [TEA is working with TNTP, a national nonprofit, to develop student learning objective guidelines, resources and models, and TEA will facilitate an expanded pilot of student learning objectives during the 2015-2016 refinement year.](#) ~~TEA will provide value-add scores to districts.~~ In addition, TEA will assist in developing the capacity of the state's 20 regional service centers to support districts in building processes for each optional method, including housing models for portfolios and student learning objectives. These guidelines and processes at both the state and regional levels will continuously be updated and revised as best practices emerge during pilot year and statewide implementation.

TEA will also provide guidance on uses of student growth data. This guidance will reinforce the idea that student growth data, like observation data, should be used to inform professional growth and development decisions for teachers. In addition, guidance will reinforce the idea that single-year student growth data should not be the sole factor in employment decisions and that multiple years of student growth data provide more robust feedback on a teacher's influence on student performance.

Student growth measures will be captured on a five-point scale as a part of the summative evaluation score. The ordinal labels for the five levels will be:

- well-above expectations
- above expectations
- at expectations
- below expectations
- well-below expectations

For teachers with a value-add score, those categories will indicate scores that are:

- two or more standard errors above expected growth
- more than one but less than two standard errors above expected growth
- between one standard error above and one standard error below expected growth
- more than one but less than two standard errors below expected growth
- two or more standard errors below expected growth

Guidelines provided by TEA will include processes that districts can follow to determine an ordinal score for student learning objectives, portfolios, and district pre- and post-tests, and will be refined as best practices emerge during pilot year and statewide implementation.

Summative Evaluation Scores

Based on teacher steering committee feedback and as a means to promote the professional growth priorities of the evaluation system, scoring will be displayed as an ordinal system instead of a point system, which could lead to the faulty conclusion that a difference in tenths or hundredths of points indicates that one teacher is “better” than another teacher. Teachers will receive ordinal scores for each level of the rubric and summative evaluation – for each indicator, each domain, and for each component of the summative score. The summative score will be determined through a matrix approach and will also yield an overall ordinal score. As indicated in the table below, six total results (those marked by asterisks) would require additional investigation and consideration by both the

evaluator and the teacher, as the divergence of the student growth score and the observation and self-assessment results would indicate an incongruity that required further explanation.

	Observation and Self-Assessment Results					
		Improvement Necessary	Developing	Proficient	Accomplished	Distinguished
Student Growth Results	Well Below Expectations	Improvement Necessary	Developing	Proficient	Proficient*	Accomplished*
	Below Expectations	Improvement Necessary	Developing	Proficient	Accomplished	Accomplished*
	At Expectations	Improvement Necessary	Developing	Proficient	Accomplished	Distinguished
	Above Expectations	Developing*	Developing	Proficient	Accomplished	Distinguished
	Well Above Expectations	Developing*	Proficient*	Proficient	Accomplished	Distinguished

3.A.ii. Texas Principal Evaluation and Support System

Stakeholder Involvement

During the fall of 2012, the TEA convened a principal advisory committee to review state policy and law governing principals, best practices in principal preparation, and the state policies regulating them. The Alliance to Reform Education Leadership (AREL) provided support to the committee and brought in experts in the field and from other states to present on policies and processes adopted by other states and the effect they have had on principal effectiveness. The results of this work led to a draft set of competencies that principals should acquire to be effective leaders and improve student achievement. In the summer of 2012, TEA met with educator preparation programs and held focus groups at state principal conferences to review the work done to date by the principal advisory committee and to provide feedback and responses to that work.

Standards Setting and Evaluation Design

Starting in the spring of 2012, TEA worked with the principal advisory committee to build principal standards. This committee began by determining best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus. This work concluded in the fall of 2013 with a comprehensive set of principal standards that, like the teacher standards, capture the aspirational practices all principals can strive toward regardless of their level of experience or the context of their position (see Attachment III).

During the spring of 2014, a principal steering committee, comprised of campus principals, central office administrators, members of the higher education community and principal association members, was convened to build a state principal evaluation system in accordance with §21.3541 of the Texas Education Code. The committee developed an evaluation system tied to the principal

standards, and, like the teacher evaluation system, focused on creating a process that would be used for continuous professional growth. The system they created will provide for actionable, timely feedback that will allow principals to reflect consistently on their practice and strive to implement those practices that would improve their performance. The characteristics of this system that will promote these goals include:

- Multiple measures of performance, including rubric-based observations, a principal-directed goal-setting process that will allow for all principals, in consultation with their district leadership team or appraiser, to identify key initiatives and areas for improvement and track his/her growth towards those goals (referred to as the principal goal-setting component), and campus-level measures of student growth.
- A rubric (see Attachment IV) with five performance levels that clearly differentiate practices. The rubric allows for immediate feedback built into the document itself – any principal can self-assess, and any principal can look to the practices articulated in the levels above their observation score and understand which practices will elevate their performance.
- A principal goal-setting process that allows all principals to determine what their professional growth and implementation goals include, build a plan to attain those goals, and track the progress of their development over the course of the year based on their assessment of their practice within their unique context, the feedback received during the ongoing formative and end-of-year summative conversations with their appraiser, and particular district and campus initiatives.
- A student growth measure that will include a campus-level value-add score based on student growth as measured by state assessments for campuses for which a value-add score can be determined. In addition to a campus value-add score, districts will have flexibility in choosing from other student growth and progress measures that fit the particular context of a campus. These other measures of student growth and progress will be in addition to campus value-add scores where they are available.
- These multiple measures, taken together, will provide a more complete narrative of principal performance than any single measure taken by itself and will comprise a summative evaluation score based on the following weights and the length of time one has been a principal on a particular campus:

Experience as principal on particular campus	Rubric	Goal-Setting	Student Growth
0 years	70%	30%	0%
1 year	70%	20%	10%
2 or more years	60%	20%	20%

The relative weight of the rubric-based evaluation (between 60% and 70% depending on tenure as principal on a campus) aligns with the idea that a principal’s primary focus should include the daily practices captured in the rubric, which have a research base in improving student performance. Although the successful implementation of these practices will lead to improved results in student performance, the rubric itself aligns to the unique context of each principal, whether he or she is new to the profession, new to the campus or has years of experience. For principals new to a particular campus, student growth would not begin to be a factor in their evaluation scores until their second year as principal on that campus and would be phased-in between years two and three of their tenure. This phase-in process acknowledges with the limitations of a principal’s influence on student growth

during his or her first year on a campus, where the principal inherits the conditions that affect student learning, and, although a principal can begin to make appropriate modifications during that first year, where a student growth score would not be a reliable indicator of principal effectiveness for that year. By the third year of a principal's tenure on a campus, the principal should have full ownership of student growth and progress results, and from that year forward, student growth would count for 20% of the principal's evaluation score.

The state recommended principal evaluation system will require annual evaluations. During the two-day face-to-face appraiser training on the state principal evaluation system, participants will discuss best-practices for fostering district cultures where feedback and professional growth are valued and stressed, and where dialogue between principals and district leaders allow for both groups to further develop insight into good professional practices for principals. TEA will work with the 20 regional service centers to offer assistance and support to districts that lack the personnel capacity to implement the necessary evaluation process.

Student Growth

TEA is working with SAS Institute, Inc. to develop a value-add model to capture student growth for campuses with students who take state assessments. Although this model is still in development, it will likely cover state-tested subjects from grades ~~four~~ five through eight and end-of-course exams at the high school level. All districts will be given flexibility in choosing from additional means by which to measure student growth, as appropriate for a campus's configuration (see sample table below). TEA will continue to work with districts during the pilot year and during and after statewide rollout to improve upon and revise the list of additional measures of student growth and progress. For campuses that have a value-add score, the score must comprise a minimum of half of the overall weight dedicated to student growth, with the additional half coming from the additional measures available to them and appropriate for their campus context. For campuses that do not have a value-add score, the entirety of the student growth measure would come from the list of additional methods of capturing student growth and progress.

Campus Configuration		
Elementary School	Middle School	High School
Potential Measures*	Potential Measures*	Potential Measures*
Indices of State Accountability System	Indices of State Accountability System	Indices of State Accountability System
Attendance	Attendance	Attendance
Student Surveys	Student Surveys	Student Surveys
Literacy Measures (TPRI/DRA/Dibels)	% of Students in Algebra 1 or other advanced curriculum	Advanced Placement Participation and Scores
District-wide Assessments	District-wide Assessments	ACT and SAT Participation and Scores
		IB Participation and Scores
		Graduation Rates/Dropout Rates
		% College and Career Ready

***Student growth scores would be calculated based on year-over-year progress**

TEA will provide guidelines on its website for districts in how to use measures of student growth and progress beyond campus value-add scores. In addition, TEA will assist in developing the capacity of

the state’s 20 regional service centers to support districts in building processes for each optional method. These guidelines and processes at both the state and regional levels will continuously be updated and revised as best practices emerge during pilot year and statewide implementation.

Student growth measures will be captured on a five-point scale as a part of the summative evaluation score. The ordinal labels for the five levels will be:

- well-above expectations
- above expectations
- at expectations
- below expectations
- well-below expectations

For campuses with a value-add scores, those categories will indicate scores that are two or more standard errors above expected growth, more than one but less than two standard errors above expected growth, between one standard error above and one standard error below expected growth, more than one but less than two standard errors below expected growth, and two or more standard errors below expected growth. Guidelines provided by TEA will include processes that districts can follow to determine an ordinal score for other measures of student growth and progress and will be refined as best practices emerge during pilot year and statewide implementation.

Summative Evaluation Scores

Based on teacher steering committee feedback and as a means to promote the professional growth focus of the evaluation system, scoring will be displayed as an ordinal system instead of a point system, which could lead to the faulty conclusion that a difference in tenths or hundredths of points indicates that one principal is “better” than another principal. Principals will receive ordinal scores for each level of the rubric and summative evaluation – for each indicator, each domain, and for each component of the summative score. The summative score will be determined through a matrix approach and will also yield an overall ordinal score. As indicated in the table below, six total results (those marked by asterisks) would require additional investigation and consideration by both the evaluator and the principal, as the divergence of the student growth score and the observation and goal-setting results would indicate an incongruity that required further explanation.

	Rubric Evaluation and Goal-Setting Results					
		Improvement Necessary	Developing	Proficient	Accomplished	Distinguished
Student Growth Results	Well Below Expectations	Improvement Necessary	Developing	Proficient	Proficient*	Accomplished*
	Below Expectations	Improvement Necessary	Developing	Proficient	Accomplished	Accomplished*
	At Expectations	Improvement Necessary	Developing	Proficient	Accomplished	Distinguished
	Above Expectations	Developing*	Developing	Proficient	Accomplished	Distinguished

	Well Above Expectations	Developing*	Proficient*	Proficient	Accomplished	Distinguished
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Evaluation Systems Rollout

Pilot Year 2014-2015

During the 2014-2015 school year, TEA will pilot both the teacher and principal evaluation systems with 60 to 70 school districts across the state. Participating districts will be trained during the summer of 2014, will implement the evaluation systems beginning in the fall of 2014, and will provide TEA with continuous feedback on components of the systems so that appropriate revisions can be made to training, instruments, and guidelines provided in conjunction with the systems. TEA, with support from National Institute for Excellence in Teaching (NIET) and McREL International (McREL), will conduct focus groups and facilitate feedback sessions throughout the pilot year so that principals, teachers, and their appraisers have an opportunity to articulate the strengths and weaknesses of the pilot evaluation systems. In addition, both NIET and McREL will assist TEA in examining the validity of both teacher and principal observation rubrics so that adjustments to specific indicators can be made prior to statewide rollout in 2016-2017.

Additionally, TEA will convene stakeholder groups during the fall of 2014-2015 school year to revise the current administrative rules concerning the state appraisal system, housed in Chapter 150 of the Texas Administrative Code, based on feedback from both the stakeholder groups and the pilot districts implementing the new state systems. For the principal evaluation system, new rules will be created, as this will be the state's first recommended appraisal system for principals.

Statewide Rollout 2015-2016 Refinement Year 2015-2016

TEA will seek to include about 135 additional districts for the refinement year during the 2015-2016 school year, bringing total participation to approximately 200 districts. The refinement year will allow TEA to take all 2014-2015 pilot feedback into consideration, adjust appraiser training materials and evaluation tools as appropriate, and expand participation prior to statewide rollout so Texas's regional service centers are not required to train appraisers from approximately 600 districts in a single summer.

In anticipation of the statewide rollout a refinement year for both the new principal and teacher evaluation systems, TEA will oversee a train-the-trainer model beginning in the early winter of 2015. Train-the-trainer academies will be run by NIET for the teacher evaluation system and McREL for the principal evaluation system and will bring together regional service center staff, district trainers, and trainers from higher education so that they can become experts on each system and the delivery of training for each system. The academy for each system will include approximately four face-to-face training days with multiple days for online instruction, follow-up, the inclusion of revisions based on pilot feedback and certification. Once trainers graduate from the train-the-trainer academy, they will co-train with NIET or McREL trainers prior to being released to provide training to refinement year districts statewide.

During the late spring and summer of 2015, once after pilot-year feedback has been collected and analyzed, TEA will also work through the process of revising administrative code rules around teacher evaluations and writing the rules around the principal evaluation process. TEA will continue

to work with both the teacher steering committee and the principal steering committee in this process, and will convene multiple stakeholder events to gather feedback on the rules revision and creation process.

Monitoring of Evaluation Systems

TEA will continue to support districts that choose to pursue locally adopted evaluation systems that either favorably compare to or go beyond the state recommended evaluation systems. TEA will monitor the implementation of both state and locally adopted evaluation systems to ensure fidelity of implementation and alignment with state statute and rule. The goal of monitoring is to ensure that each district is implementing an evaluation system that focuses on continuous improvement of performance, provides clear, useful and timely feedback that informs professional development, appropriately differentiates between performance levels, uses multiple valid measures, provides for observations and evaluations on a regular basis, and is used to place personnel in the best position to succeed. Monitoring will include:

- Annual recertification of appraisers to maintain inter-rater reliability on the state systems
- Continued training and support to local districts so that fidelity of implementation of the statewide system exists beyond the initial training on the statewide system
- District reporting of evaluation systems used and the components of those systems (if not the state systems) to Region XIII
- Annual spot monitoring of districts in each region of the state to evaluate implementation and adherence to evaluation requirements
- Continued opportunities for training and collaboration regarding methods of capturing student growth for non-tested grades and subjects

3.B Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

This section addresses the state's process for ensuring that each LEA develops, adopts, pilots, and implements evaluation and supports systems consistent with the state's guidelines yielding high-quality local teacher and principal evaluation systems.

Teacher Evaluation Implementation

Current Texas Education Code [TEC 21.352] requires LEAs to use the state-developed evaluation system *or* a locally developed system that contains the same components as the state system. As mentioned earlier, 86 percent of school districts in the state presently use PDAS, Texas's approved instrument for teacher evaluation, while new state law requires that districts conduct frequent and regular observations of all teachers (HB 2012, 83rd Regular Legislative Session). At the core, Texas believes in the ability of local districts to implement comprehensive evaluation systems that work best in their communities. TEA believes that most of our more than 1000 independent school districts have used the state-approved appraisal system due to the quality of tools and training provided by the Agency and education service centers. Additionally, districts have embraced the system because of the collaborative nature of the rollout as opposed to implementing a top-down approach.

Due to the cost-effectiveness of using the state system, desire from districts for a better measure of teacher effectiveness, and historical precedent, TEA anticipates that most districts will want to use the newly approved teacher evaluation standards, observation instruments, self-assessments, student

growth measures and related tools and training. Although Texas has not had a standardized principal evaluation system, TEA anticipates most districts will also use that tool developed as the result of SB 1383 (82nd Regular Legislative Session) as we plan to rollout both systems simultaneously beginning in the 2016-2017 school year.

TEA currently works with one lead Education Service Center (ESC 13) and an existing Education Service Center Professional Development Appraisal System Advisory Group (ESC PDAS Advisory Group) to standardize training, introduce and refine training materials, and refine teacher evaluation in districts that use PDAS. TEA will continue to utilize that infrastructure and leverage that expertise to provide training, monitor implementation, and refine the revised teacher appraisal system when it launches statewide.

In coordination with the ESC PDAS Advisory Group, TEA will develop procedures and best practices [consistent with the goal of providing valuable feedback to teachers and principals to improve practices and student performance](#) for the 14 percent of districts using locally-developed evaluation systems. This guidance will be used by each of the regional ESCs to provide ongoing support and guidance to districts using locally developed plans to ensure consistent implementation of evaluation systems across the state. TEA and the ESCs will have these materials developed prior to the 2016-2017 school year to assist any district not using the new state evaluation system.

TEA will revive data collection of teacher evaluations through the current reporting system that is coordinated by ESC 13. Prior to 2011 the Agency and ESC 13 regularly collected data on the usage and results of the state-approved evaluation system in accordance with commissioner's rule. The creation of a more robust and significant evaluation system makes this data tool more relevant. During the pilot years, these data will provide useful comparisons between existing pilot and newly developed appraisals. During statewide implementation, these data will enable TEA to monitor LEA use of teacher appraisals, with the concurrent ability to adapt and intervene as required. In addition, the Agency will implement random spot checking of LEAs to monitor compliance coupled with providing technical assistance to ensure they receive the necessary support needed. As a result of the spot monitoring, if the Agency finds a district is not complying with state law by implementing the state model or a system that has the same components as the state model, the Agency will require districts to comply with state law and revert to implementing the state model and will take enforcement action to ensure implementation as needed.

Additionally, TEA will update Texas Administrative Code (TAC) Chapter 150 to provide specific guidance on what components should be included in a locally developed system. In accordance with newly legislated HB 2012(83rd Regular Legislative Session), administrative rules will reflect the expectations that evaluations happen on a regular and timely basis including multiple observation walkthroughs, measures of student learning, and provide an opportunity for teacher self-reflection. Finally, the Agency will set guidance for districts on the appropriate use of evaluations to help inform career decisions for all teachers.

Principal Evaluation Implementation

Current statute and commissioner's rules allow districts to implement their own principal evaluation systems based on state established standards. Because of Texas's commitment to local control, we will continue to follow this model with the new principal standards. However, in addition to standards, Texas will have new principal evaluation instruments. While many districts will continue to use or adapt their current principal evaluation instruments, many will chose to use the new TEA principal evaluation system.

By mirroring the system currently used for teacher evaluation, TEA will establish a lead ESC for principal evaluation, and an advisory group to facilitate training, standardization, refinement and development of the principal evaluation system. TEA will leverage that expertise to provide training, monitor implementation, and refine the revised principal evaluation tools when they launch statewide.

Districts which opt to continue using their existing principal evaluation tools, or elect to adapt their tools to the new standards, will be supported in their efforts as long as the components are state approved. The Agency will implement spot checking of random LEAs to monitor compliance coupled with providing technical assistance to ensure they receive the necessary support needed. As a result of the spot monitoring, if the Agency finds a district is not complying with state law by implementing the state model or a system that has the same components as the state model, the Agency will require districts to comply with state law and revert to implementing the state model and will take enforcement action to ensure implementation as needed.

TEA still has the data collection systems it used to gather data for Phase II of the Education Fund under the State Fiscal Stabilization Fund (CFDA Number 84.394). These data, especially those for Descriptor/Indicators (a)(2) – Part 1, (a)(2) – Part 2, (a)(6) and (a)(7) will allow TEA to monitor LEA use of principal appraisals, with the concurrent ability to adapt and intervene as required.