## Self-Assessment & Next Steps

### Success Factor 1: Strongly Calibrated Teacher Observation System

<table>
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<tr>
<th>Key Practices</th>
<th>Success Criteria</th>
<th>Self-Assess G-Y-R</th>
<th>Questions for Others</th>
<th>Short-term next steps</th>
<th>Long-term next step</th>
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</table>
| **A) Strength of teacher evaluation rubric** | • District utilizes a research-based teacher evaluation system/rubric that meets the requirements of TEC 21.3521  
• Teacher evaluation rubric is a nationally recognized rubric such as T-TESS, Marzano, Danielson, or NIET, or if district-created, is well aligned to nationally recognized rubrics and includes indicators of instructional effectiveness, supportive learning environments, data driven instruction, and teacher professionalism  
• All indicators have detailed and observable descriptors and correlated performance levels | | | | |
| **B) Schedule of observations** | • Teachers receive annual extended observations with feedback and shorter observations with feedback consistently throughout the year  
• Each year, district publishes requirements for number and type of observations to be used in rating teachers | | | | |
| **C) Calibration for evaluators** | • Teacher evaluators are trained and/or certified annually on the teacher evaluation rubric  
• District leadership implements a system for calibration within and among campuses | | | | |
| **D) Congruence of observation scores to student growth** | • District leadership analyzes the correlation between teacher observation scores and student growth | | | | |
| **E) District review of observation data** | • Principal managers and district leadership regularly analyze teacher observation trends across campuses, teaching assignments, and appraisers to look for and address potential ratings incongruities  
• Principal managers and district leadership provide coaching and other supports in response to the observation data review to ensure accuracy and reliability across the district’s system  
• District actively reviews inter-rater reliability measures for all raters and provides calibration support as needed within and across campuses | | | | |
## Success Factor 2: Accurate & Reliable Measures of a Teacher’s Impact on Student Growth

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<tr>
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| A) Student growth measures included in annual teacher summative ratings       | - There is a clearly communicated plan for how student growth measures affect a teacher’s annual summative ratings  
  - Student growth measures are clearly defined and used for all teachers put forth for designation  
  - Multiple demonstrations of student learning are used to measure student growth                                                                 |                   |                      |                       |                     |
| B) Quality of student growth measures and their implementation                | - District utilizes student growth measures such as:  
  o Value Added Measures based on STAAR or other normed, valid tests  
  o Student Learning Objectives  
  o Student Portfolios  
  o Pre- and Post-Tests  
  - Assessments used to measure student growth are valid and reliable  
  - Assessments used to measure student growth are implemented with fidelity, according to vetted testing protocols |                   |                      |                       |                     |
| C) District rules and processes ensure high levels of validity and reliability of student growth measures | - Campus and district leaders disaggregate and analyze student growth trends in multiple ways, including by student groups, teaching assignments, and schools, as well as historical student growth data, to ensure results are accurate and reliable  
  - District has appropriate internal procedures to evaluate outlier trends in the data in order to detect and prevent irregularities |                   |                      |                       |                     |
### Success Factor 3: Developing a Local Designation System

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<tbody>
<tr>
<td><strong>A) Stakeholder engagement in building a local designation plan</strong></td>
<td><strong>District Engagement</strong>&lt;br&gt;• Stakeholder groups include, at minimum, teachers, principals, and community members&lt;br&gt;• District conducts extensive outreach and robust stakeholder input in order to develop:&lt;br&gt;  o a thoroughly vetted system to designate highly effective teachers&lt;br&gt;  o a clear plan that details the compensation highly effective teachers would receive&lt;br&gt;• District leadership members can articulate the local designation system&lt;br&gt;• District gathers teacher feedback on the local designation system annually via focus groups, surveys, etc.  <strong>Campus engagement</strong>&lt;br&gt;• Annually, all campuses provide time at the beginning of the school year to review the district’s local designation system with teachers, with additional supports provided for new teachers&lt;br&gt;• Principals are thoroughly trained and informed on all aspects of the designation plan&lt;br&gt;• Principals play a key role in implementing and gathering feedback on the plan  <strong>Community engagement</strong>&lt;br&gt;• District has a mechanism in place by which to gauge community buy-in&lt;br&gt;• Prior to the data capture year, district will publish public-facing documents, including a list of FAQs, clearly outlining their local designation system&lt;br&gt;• Multiple opportunities are available for the larger school community to gather information such as webinars, PD sessions, website, etc.</td>
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<td><strong>B) Teacher engagement</strong></td>
<td>• District gathers and considers teacher input throughout the development of the local designation plan and continues to gather teacher feedback on the plan once it is in use&lt;br&gt;• District employs a method to ensure clear teacher understanding of the local designation system, such as teacher surveys or teacher interviews&lt;br&gt;• Information sessions are held annually specifically to inform teachers and gather input as part of a continuous improvement cycle&lt;br&gt;• Teacher leaders play a key role in implementing and gathering feedback on the plan</td>
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<td><strong>C) Timeline to develop plan</strong></td>
<td>• District engages in extensive planning and preparation over the course of at least one school year prior to implementation of the local designation plan</td>
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<td><strong>D) Resources, policies and frameworks</strong></td>
<td>The district provides resources for its local designation system including:&lt;br&gt;• Written guidelines for: a) all aspects of the teacher appraisal system, b) how the allotment money fits in with the district’s current salary schedule, c) timelines for teacher payout, and d) specific guidelines for student growth measures&lt;br&gt;• A website with clearly accessible information, both for district staff and the public&lt;br&gt;• Detailed resource manuals for teachers, campus and district leaders, and other interested stakeholders</td>
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