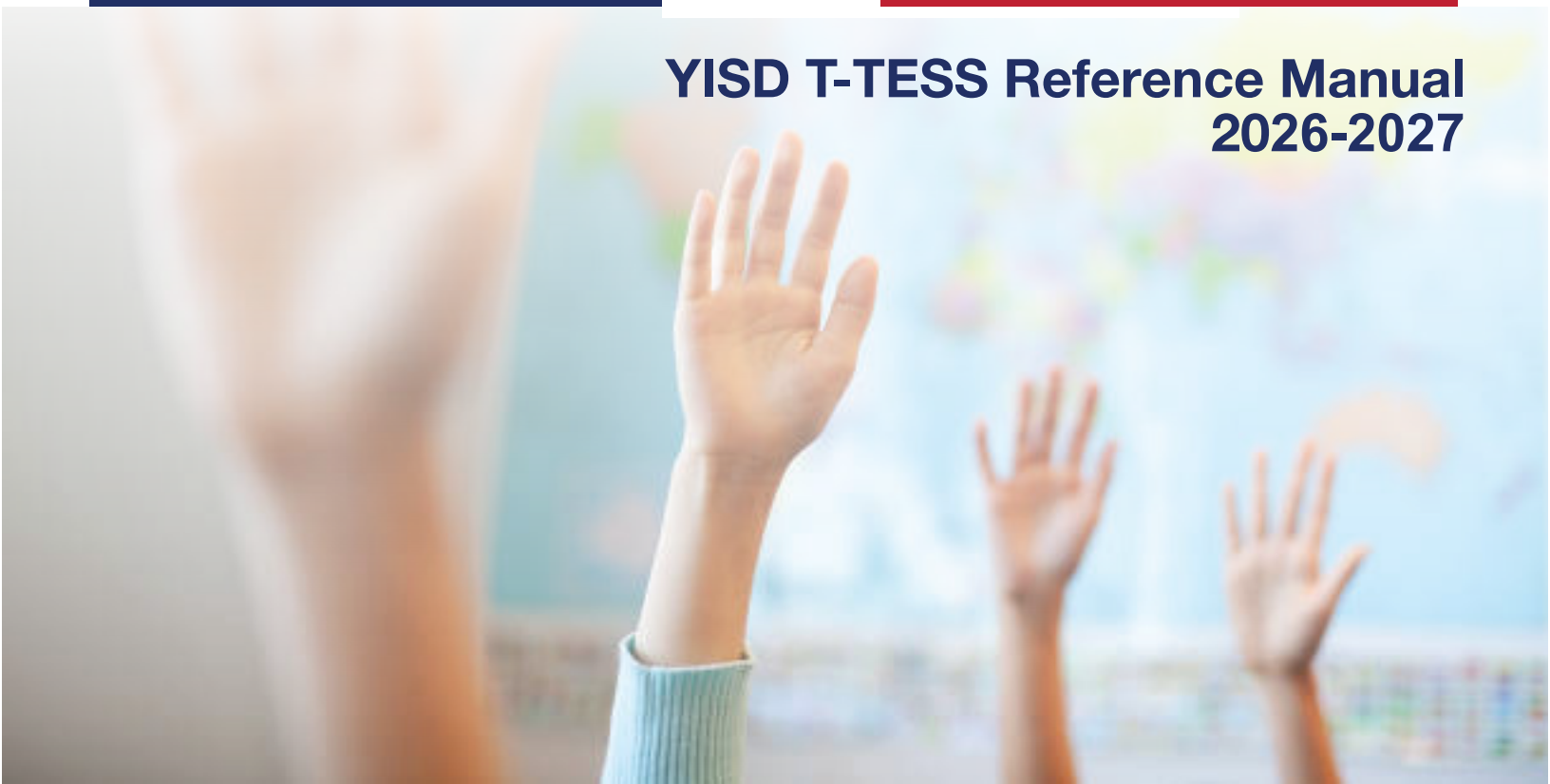
THE DISTRICT EXCELLENCE by Design

Growing the Best with T-TESS

TEXAS TEACHER EVALUATION SUPPORT SYSTEM



YISD T-TESS Reference Manual 2026-2027

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All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

Todos los estudiantes que se inscriben en nuestras escuelas se graduarán de la preparatoria, con fluidez en dos o más idiomas, preparados e inspirados para continuar su educación en un colegio, universidad, o instituto de educación avanzada con el fin de lograr ser ciudadanos exitosos en su comunidad.

T★TESS

Reference Manual

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T★TESS

Ysleta Independent School District T-TESS Reference Manual

Introduction

T-TESS (Texas Teacher Evaluation and Support System) is the Texas recommended appraisal process to evaluate teachers and establish a system of support. T-TESS focuses on providing continuous, timely and formative feedback to educators so they can improve their practice.

A committee was formed in order to review the appraisal system in the interest of all Ysleta Independent School District students, teachers and administrators. The committee was comprised of Community Member Representatives, Teachers, Academic Directors, Human Resources Directors, Assistant Principals, Principals and District Associate Superintendents. The committee convened on two separate occasions.

The first meeting was focused on a review of the T-TESS System in order to decide if the System should be recommended for adoption by YISD. The committee recommended to use T-TESS. The second meeting, therefore focused on creating a District-wide systematic plan to introduce and deconstruct the T-TESS rubric used in the evaluation system. The committee made detailed recommendations on time frames and T-TESS content to be reviewed at every campus within Professional Learning Community time throughout the 2016-2017 school year.

T★TESS

Purpose

The YISD T-TESS Reference Manual has been created to ensure that you are informed of the different components that guide YISD through its application of T-TESS. Throughout this manual you will find:

- District T-TESS Calendar = information on the District appraisal schedule and procedures associated with T-TESS.
- SLO Calendar = calendar of suggested checkpoints and transitions between Phases 1-3.
- PLC T-TESS Calendar = calendar of Dimensions to be reviewed at your campus during Professional Learning Community time.
- T-TESS Domains and Dimensions = these are the descriptors used in the T-TESS Rubric. The Domains and Dimensions were created with the Texas Teacher Standards as the foundation of T-TESS. (For additional detailed information, download "T-TESS Teacher Handbook" at https://teachfortexas.org.)
- New Hire Orientation Schedule = schedule of T-TESS Orientation provided to those teachers hired after the campus overview in July 2026.
- T-TESS & SLO Frequently Asked Questions = information at your fingertips of those most commonly asked questions dealing with the T-TESS and SLO.
- Policy and Regulations = YISD guidelines on what and how to implement the T-TESS.

2026-2027 TEACHER APPRAISAL CALENDAR
YSLETA INDEPENDENT SCHOOL DISTRICT

AUGUST 2026

M	T	W	T	F
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25

OCTOBER

M	T	W	T	F
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18

T-TESS Campus Training/Electronic Evaluation Waivers	July 23-31, 2026
Goal Setting Conferences for all Employees	July 23 - August 14, 2026
Appraisal Period (Observations)	August 17, 2026 - March 4, 2027
End of Year Conferences/Summative/Goal Setting to be held prior to April 30, 2027	
Evaluation Roundup	**May 17, 2027 – May 28, 2027**

Walkthroughs may begin immediately

Please note: all observations should be completed before December break with the exception of Spring hires, they must be complete before March 4, 2027

T★TESS

Texas Teacher Evaluation and Support System

Days you may Observe in Blue

Caution Days Outlined in Red are the day before and after a holiday in which observations are not allowed; Days Outlined in Green are STAAR Testing for various grades, if you are not testing observations can be conducted

End of the Year Conferences ***MUST*** be held on or before **April 30, 2027**

JANUARY 2027

M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Teacher Response

- *Within 10 working days (Appraiser may extend to 15)*
- *May rebut in writing or request 2nd appraisal within 10 working days after receiving the Observation Summary or the End of Year Appraisal Report*

General Information:

- All T-TESS Appraisers must be T-TESS certified and must be a Campus Principal or Assistant Principal.
- Appraisers should ensure that all teachers have been T-TESS trained prior to beginning the appraisal cycle.
- T-TESS training for teachers hired after July 20, 2026, will be trained within one month of their hire date. Please contact the Human Resources Department at extension 40435 for information. Appraisals may not begin until 3 weeks after the training is completed.
- "Teacher Response and Appeal" and "Request for Second Appraiser" information is included on the opposite side of this Appraisal Calendar.
- No appraisal observations may be conducted the day before or after a school holiday or the day of district or state testing.
- Please remember any teacher who is new to your campus, on a probationary contract, and was not proficient in at least 9 dimensions or was rated as needs improvement on any dimension *MUST* be evaluated.

Reminder:

- Share all documentation with the teacher within 10 days.
- Summative Annual Report given to the teacher at least 10 following the end of the year conference and no later than 15 working days before the last day of instruction.

TEACHER RESPONSE AND APPEALS

A teacher may submit a written response or rebuttal at the following times:

a. After receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; and/or
b. After receiving a written summative annual appraisal report. §*150.1005(a)*

Any written response or rebuttal must be submitted within ten (10) working days of receiving a written observation summary, a written end of year annual report, or any other documentation associated with the teacher's appraisal. At the discretion of the appraiser, the time period may be extended to 15 working days. §*150.1005 (b)*

A teacher may request a **second appraisal** by another appraiser at the following times:

a. for Domains I, II, and III, as identified in §150.1002(a), after receiving a written observation summary with which the teacher disagrees; and/or
b. for Domain IV, as identified in §150.1002(a), after receiving a written end of the year annual appraisal report with which the teacher disagrees.

Within ten (10) working days of receiving a written observation summary or written end of year appraisal report, the teacher shall electronically submit the online second appraisal request form located on the Employee Relations website. This request is to include the name of the campus and name of the teacher's appraiser along with the date of receipt of the written observation summary or written summative annual appraisal report.

Within 24 hours of receipt, the Employee Relations Department will draw from the Second Appraiser Pool the names of three certified appraisers. Said names will be immediately transmitted to the teacher and the appraiser. In a telephone conference conducted by a member of the Employee Relations staff, a second appraiser will be selected by process of elimination, one name on the list eliminated by the teacher and one by the appraiser. The remaining name on the list is selected to conduct the second appraisal.

The second appraiser shall make observations and walk-throughs as necessary to evaluate Domains I through III. The second appraiser shall use cumulative data from the first appraisal to evaluate Domain VI. Cumulative data may also be used by the second appraiser to evaluate other domains. §*150.1005 (j)* The two appraisals will be averaged, each having equal weight.

Should the teacher desire written comments in response to the written summative annual appraisal report, said written request must be made of the appraiser within ten (10) working days of receipt of the report. The appraiser must respond within ten (10) working days of receipt of the request. A teacher desiring to present a grievance concerning his/her appraisal will utilize the procedure as outlined in District Policy DGBA and its companion regulation.

YSLETA INDEPENDENT SCHOOL DISTRICT
Student Learning Objectives (SLO)
2026-2027

***July 23-31, 2026: SLO Teacher Orientation**

BOY
August 3-September 25, 2026 (1st 9wks)
A. SLO Skill Statement B. Three Foundational Skills C. Initial Student Mapping (ISM) D. What are the expected skills students need to know and show across all five levels by the end of the year? a. Develop Targeted Skill Profile (TSP) b. Body of Evidence (BOE) E. How will I guide students toward growth? How will I track progress?
☐ 1st Progress Check In: BOE Collection & Monitoring, Sept. 28-Oct. 16, 2026
☐ 2nd Progress Check In: BOE Collection & Monitoring, Nov. 30-Dec. 11, 2026

MOY
January 2027 (3rd 9wks)
☐ 3rd Progress Check In: BOE Collection & Monitoring, Jan. 12-22, 2027

EOY
February – March 2027 (3rd and 4th 9wks)
☐ 4th Progress Check In: BOE Collection & Monitoring, February 15-26, 2027 ☐ 5th Progress Check In: BOE Collection & Monitoring, March 16-31, 2027

T★TESS

Domains and Dimensions

Domain I: Planning
Dimensions:
1.1 Standards and Alignment
1.2 Data and Assessment
1.3 Knowledge of Students
1.4 Activities

Domain II: Instruction
Dimensions:
2.1 Achieving Expectations
2.2 Content Knowledge and Expertise
2.3 Communication
2.4 Differentiation
2.5 Monitor and Adjust

Domain III: Learning Environment
Dimensions:
3.1 Classroom and Environment, Routines and Procedures
3.2 Managing Student Behavior
3.3 Classroom Culture

Domain IV: Professional Practices and Responsibilities
Dimensions:
4.1 Professional Demeanor and Ethics
4.2 Goal Setting
4.3 Professional Development
4.4 School Community Involvement

2026-2027

T-TESS New Hire Orientation Schedule

Date	Time	Room
Wednesday, July 22, 2026	NTI Week Time Schedule	Atrium
Wednesday, August 12, 2026	12:30 - 3:30 PM	Mission Room
Wednesday, August 26, 2026	12:30 - 3:30 PM	Mission Room
Wednesday, September 23, 2026	12:30 - 3:30 PM	Mission Room
Wednesday, October 21, 2026	12:30 - 3:30 PM	Mission Room
Wednesday, November 18, 2026	12:30 - 3:30 PM	Mission Room
Wednesday, January 20, 2027	12:30 - 3:30 PM	Mission Room
Thursday, February 4, 2027	12:30 - 3:30 PM	Mission Room

***All sessions are face to face**.

Please see the room assignments for each located at

YISD Central Office, **9600 Sims, El Paso, TX. 79925**.

*For questions or needed clarification, please contact

Dr. Blanca López at **jlopez@yisd.net**

2026-2027
PLC T-TESS Calendar

Dates	1st 9 Weeks
July 23-31	**Professional Practices and Responsibilities Dimension 4.1:** **Professional Demeanor and Ethics** *The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.*
August 3-7	**Professional Practices And Responsibilities Dimension 4.2:** **Goal Setting** *The teacher reflects on his/her practice.*
August 10-14	**Learning Environment Dimension 3.2:** **Managing Student Behavior** *The teacher establishes, communicates and maintains clear expectations for student behavior.*
August 17-21	**Learning Environment Dimension 3.1:** **Classroom Environment, Routines and Procedures** *The teacher organizes a safe, accessible and efficient classroom.*
August 24-28	**Planning Dimension 1.1:** **Standards and Alignment** *The teacher designs clear, well organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.*
September 8-11	**Instruction Dimension 2.1:** **Achieving Expectations** *The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.*
September 14-18	**Planning Dimension 1.2:** **Data and Assessment** *The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.*
September 15-19	**Instruction Dimension 2.5:** **Monitor and Adjust** *The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.*
September 21-25	**Instruction Dimension 2.4:** **Differentiation** *The teacher differentiates instruction, aligning methods and techniques to diverse student needs.*

	2nd 9 Weeks
October 12-16	**Learning Environment Dimension 3.3:** **Classroom Culture** *The teacher leads a mutually respectful and collaborative class of actively engaged learners.*
October 19-23	**Instruction Dimension 2.2:** **Content Knowledge and Expertise** *The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.*
October 26-30	**Planning Dimension 1.3:** **Knowledge of Students** *Through knowledge of students and proven practices, the teacher ensures high levels of learning, social emotional development and achievement for all students.*
November 1-6	**Planning Dimension 1.4:** **Activities** *The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.*
November 9-13	**Instruction Dimension 2.3:** **Communication** *The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.*
	3rd 9 Weeks
January11-15	**Professional Practices And Responsibilities 4.4:** **School Community Involvement** *The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.*
January 19-22	**Professional Practices and Responsibilities 4.3:** **Professional Development** *The teacher enhances the professional community.*

T-TESS & SLO
Frequently Asked Questions

1. **Can Domain 1 be rated throughout the T-TESS process?**

   Yes, as long as you have evidence (e.g. Pre-Conference).

2. **In preparation of the Post-Conference, must there be a reinforcement and refinement area?**

   Yes, a minimum of one of each, using the preponderance of evidence collected.

3. **Do I allow for my teachers to view Pre-Conference and Observation notes prior to the Post-Conference?**

   No, it is a collaborative effort; final scores should be shared during Post-Conference for meaningful dialogue and reflection.

4. **Once the Formal Observation is complete, how long do I have before I have to meet the teacher with the Instructional Post-Conference?**

   The evaluator has 10 business days from the day of the Formal Observation to meet face-to-face for the Post-Conference and share all documentation/ratings with the teacher.

5. **What should I do when a teacher is not on my staff list to be evaluated?**

   Check the Appraiser set up and make sure the teacher/staff has an appraiser assigned, and ensure the teacher's profile has the appropriate campus selected.

6. **What should I do if one of my teachers does not see the STRIVE icon?**

   The teacher is probably not assigned to an appraiser. Contact Rachel Rodriguez at 915-434-0435 or the Department of Innovation, Assessment, and Analytics at 915-434-0671.

7. **I'm unable to see the scroll bar or add dimensions, what should I do?**

   Try using a different browser (Firefox and Chrome tend to work best) and ensure that you have the most current version of the browser. Additionally, clear your browser cache and cookies.

8. **How can I add/edit the appraisal document if I already signed the document?**

   If only one of the individuals (you or the teacher/staff member) has signed, return to the electronic signature, select the person who signed, and click "Unsign" document. If both individuals have signed, please contact Rachel Rodriguez at 915-434-0435 or the Department of Innovation, Assessment, and Analytics at 915-434-0671.

9. **By when should all observations be complete?**

   Ideally, all observations should be completed before the December break, with the exception of spring hires, who must be complete no later than Spring Break (March 4, 2027), to ensure adequate time to complete the Summative evaluation and to ensure compliance with Chapter 150 of Texas Commissioner Rules.

10. **What is the time frame of the Pre-Conference from the Formal Observation?**

    The Pre-Conference must be done within 10 business days of the announced formal observation.

T-TESS & SLO
Frequently Asked Questions

11. How many days must be given for teachers to review the Summative Annual Report?

There are no minimum days prior to the Summative conference.

12. Once I finish a walkthrough, how long do I have to give a teacher feedback?

The evaluator has 10 business days from the day of the walkthrough.

13. I did not realize I could include Domain 1 in Pre-Conferencing with teachers. Do I meet with them once more and include Domain 1 in the rating?

The entire school year may be used to gather evidence for all Domains. It is best to ensure all evidence is considered holistically and addressed during the Summative Conference.

14. Are holidays, such as Thanksgiving Break, to be counted as "Business Days"?

No, "Business Days" must be working days.

15. Must the "Electronic Signature" also be done within 10 business days from the date of the official observation?

Yes, an "Electronic Signature" must be completed by both appraiser and teacher within 10 business days of the formal observation. To ensure the appraisal documents are complete, please ensure all appraisal documents are signed by both appraiser and teacher.

16. When I create and open a new Summative document it does NOT copy any of the information over from the observation. What am I supposed to do?

The Summative document is designed to be different from the Observation document and is typically much shorter. Ratings and information from the Observation intentionally do not automatically transfer into the Summative. While Summative ratings may align with those from the formal Observation, they are not required to match, as the Summative evaluation reflects evidence collected across the entire school year. The formal Observation represents a single 45-minute (or longer) observation. All Summative ratings should be determined and finalized during the face-to-face Summative Conference.

17. During the Summative conference, do we discuss next year's goals?

Yes, each teacher will need to determine what his/her goal(s) will be for the following year. The goal(s) should be directly related to their identified Area of Refinement during the current year.

18. How many goal(s) should be created for the following year?

It is recommended that the teachers set at least one goal but no more than two goals.

19. Where should the goal(s) for next school year be added?

The goal(s) should be added to the Goal Reflection located in the “End of Year” tab.

20. Am I required to have another "face-to-face" meeting regarding goals at the beginning of next school year?

Yes. The state recommends that a teacher and appraiser meet early in the new school year to review the goal-setting and professional development plan developed at the end of the preceding year. This ensures the plan remains appropriate based on teacher’s assignment and student population.

T-TESS & SLO
Frequently Asked Questions

21. As an administrator, when do I need to Recertify?

T-TESS Certification Test will be available at teachfortexas.org starting on June 1, 2026. Certifying any time after June 1 will be valid for the 2026-2027 school year. This should be completed on or before the first day of school, August 3, 2026.

22. When meeting "face-to-face" with a teacher to set goal(s), may we discuss Student Learning Objective (SLO) focus for that year?

Yes. An appraiser should take advantage of the opportunity to meet with the teacher "face-to-face" and may discuss both T-TESS goal(s) and SLO objective focus. Keep in mind, a T-TESS goal(s) should be completed within July 23 - August 14, 2026, and an SLO objective (focus) can be determined within the first nine weeks (August 3 - September 25, 2026).

23. Why is there more time allowed for determining the SLO focus?

The SLO process includes teachers determining who their students are. The state, based on best practices and research, determined that a teacher needs at least nine weeks to get to know their students and determine the different pieces required in SLO.

24. Can a grade level or department content area determine what the SLO focus will be for the school year?

Yes, BUT each individual teacher should have unique specifics on what they need personally to grow and what their students need. A campus should NOT determine what teachers should select as their T-TESS goal(s) or SLO focus.

25. For secondary teachers, first-semester students may be different from second-semester students. Does the T-TESS goal(s) and SLO focus need to be changed?

No. The T-TESS goal(s) may be adjusted, as it is a living document but does not need to change as new students come in and out of the classroom. The SLO focus may remain the same from one semester to the next, although the Initial Student Mapping (ISM) and the Targeted Skill Profile (TSP) may change.

26. Must an appraiser meet "face-to-face" with teachers for the Summative at the end of the year?

Yes. If an appraiser fails to meet with a teacher for their Summative, the Summative will be declined, and the teacher will need to proceed with the entire formal observation process for the upcoming school year regardless of the possibility of being on a waiver.

27. Which teachers must be formally evaluated for the 2026-2027 school year?

Teachers whose last digit of their social security number is a 0, 1, 2, and 3 must be evaluated.

28. Do teachers who are eligible for or participating in the Teacher Incentive Allotment (TIA) qualify for an appraisal waiver?

No, beginning the 2026-2027 school year, teachers who are eligible for or participating in the Teacher Incentive Allotment (TIA) program are not eligible for an appraisal waiver.

T-TESS & SLO
Frequently Asked Questions

29. Are there any exceptions for teachers who are waived from a formal observation (including Pre-Conference and Post-Conference)?

Yes. Teachers cannot be waived from going through the formal Observation process if they are within any of the following: (1) New to the campus regardless of moving from another campus within the district unless they were assigned to your campus as a result of a consolidation; (2) A teacher on a Probationary Contract; or (3) A teacher receiving a rating of "Improvement Needed" on any dimension or not rating at least "Proficient" on nine out of the sixteen dimensions.

30. Can I meet with a teacher for a Pre-Conference on the day of the scheduled formal Observation?

No. The Pre-Conference must occur in advance of the formal observation to allow sufficient time for planning and preparation. It should be conducted within 10 business days prior to the observation to ensure the teacher has adequate time to prepare instruction.

T-TESS

The District shall appraise teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations.

The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Annual Appraisal

District teachers shall be appraised annually.

Exception

Teachers who are eligible for less frequent evaluations in accordance with law [see DNA(LEGAL)] and the local criteria established in this policy shall be appraised in accordance with the provisions below.

Less-Than-Annual *Eligibility*

In addition to meeting the eligibility requirements in state rules, to be eligible for less-than-annual evaluations under the T-TESS, a teacher shall:

1. Be employed on an educator term or continuing contract;
2. Hold SBEC certification;
3. Have been employed by the District for at least one year; and
4. Have served at the current campus for at least one year.

Frequency

Eligible teachers shall be appraised every three years.

During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party.

A teacher's supervisor shall have the authority to return a teacher to the traditional appraisal cycle as a result of performance deficiencies documented in accordance with state rule.

Annual Review Process

In the years in which a T-TESS appraisal is not scheduled for an eligible teacher, the teacher shall participate in an annual review process that includes the elements listed in state rule.

The annual review process shall produce a written document to be presented to the teacher, signed by the teacher and supervisor, and maintained in the personnel file.

Grievances

Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

PERFORMANCE APPRAISAL: EVALUATION OF TEACHERS **DNA-R**

Note: This document aligns with the appraisal practices recommended by TEA for the Texas Teacher Evaluation and Support System (T-TESS) as described at the TEA site, https://teachfortexas.org.

TEACHER APPRAISAL SYSTEM

T-TESS is a process that seeks to develop habits of continuous improvement with evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

Components of the appraisal process, such as classroom observations and walk-throughs, will be conducted as frequently as necessary to ensure that teachers receive appropriate guidance.

FREQUENCY

In accordance with administrative regulations, the district shall rotate eligibility for less frequent evaluations from the teachers in the pool using the last digit of each teacher's social security number.

Teachers selected from the pool based on the above criteria and rotation schedule shall have the opportunity to waive the formal T-TESS appraisal for the year selected.

Employees who are eligible for or participating in the Teacher Incentive Allotment (TIA) program are not eligible for an appraisal waiver under this regulation and must receive a full annual appraisal.

LESS THAN ANNUAL EVALUATION

In addition to meeting the eligibility requirements in state rules, to be eligible for less-than-annual evaluations under the T-TESS a teacher shall:

1. Be employed on an educator term or continuing contract;
2. Hold SBEC certification;
3. Have been employed by the district for at least one year; and
4. Have served on the current campus for at least one year.

SELF-ASSESSMENT AND GOAL SETTING

The teacher self-assessment, goal setting, and professional development processes are all interwoven and applied throughout the school year to positively impact each teacher's professional practices and ultimately increase student performance.

Each teacher will review data and reflect on his or her professional practice, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric.

A teacher who is new to the district or who is in the first year of the appraisal process will receive an orientation and will be guided through the self-assessment and goal-setting process to establish a professional development plan. Within six weeks of completing the orientation, a teacher who is new to the district or who is in the first year of the appraisal process will formulate targeted goals on the Teacher Self-Assessment and Goal-Setting Form and schedule an in-person goal-setting conference with his or her appraiser. After the conference, the teacher will submit his or her Goal-Setting and Professional Development Plan to the appraiser for approval.

A returning teacher will review the goal(s) and professional development plan established at the end-of-the year conference to determine if changes are needed. The teacher will submit to the appraiser his or her Goal-Setting and Professional Development Plan within the first six weeks of the school year to the appraiser for approval.

IMPLEMENTATION OF GOALS

Each teacher will regularly monitor progress toward his or her goals. If the teacher feels the goals need to be modified, the teacher should make an appointment with his or her appraiser to discuss individual progress toward his or her goals and/or obtain additional supports.

PRE-CONFERENCE

The purpose of a pre-conference is for the appraiser and teacher to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference will be conducted within ten working days of an announced observation.

The pre-conference will provide the teacher an opportunity to demonstrate his or her knowledge and skills for the planning domain and its correlating dimensions. The conference is primarily focused on the upcoming observation and what the teacher has planned to ensure that the instructional objective(s) are met.

FORMAL OBSERVATION

The teacher will be formally observed in the classroom one time unless the appraiser/teacher deem additional observations necessary. A classroom observation will be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction.

By mutual, written consent between the appraiser and the teacher, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

Each teacher may have additional observations or walk-throughs that provide actionable, timely feedback, which will allow the teacher to make efficient and contextual professional development choices to help refine practice. If data gathered during the additional observation or walk-through will impact the teacher's summative appraisal rating, a written summary will be shared with the teacher within ten working days after the completion of the additional observation or walk-through.

NOTICE

The formal observation for a teacher's appraisal will be announced by date and time. The date and time for the formal observation shall be scheduled by the teacher with his/her assigned appraiser. The district will establish an appraisal calendar each year, and provide the calendar to teachers within the first three weeks of the school year.

POST-CONFERENCE

All observations will include an in-person post-conference within ten working days of the observation.

The overall purpose of the post-conference is to provide a teacher an opportunity to self-reflect on the execution of his or her lesson, including the impact on student performance. The results will be used to inform and guide the teacher regarding future practices and growth

END-OF-YEAR CONFERENCE

The end-of-year conference will be held at least 15 days prior to the last day of instruction to discuss overall performance for the year. End-of-year conferences are mandatory.

Each teacher will provide his or her appraiser with an update regarding the professional goals and development plan that were developed at the beginning of the year.

PRELIMINARY GOAL SETTING AND PLANNING FOR THE FOLLOWING SCHOOL YEAR

Following the end-of-year conference, the appraiser and teacher will discuss how the current year self-assessment and goal-setting process will continue into the next school year for continuous improvement, including professional development to support learning.

SUMMATIVE ANNUAL APPRAISAL REPORT

A written summative annual appraisal report will be provided to the teacher within ten working days of the conclusion of the end-of-year conference. The report will be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report will be placed in the teacher's personnel file by the end of the appraisal period.

APPRAISER	A certified appraiser will appraise each teacher. If the certified appraiser is not the teacher's supervisor, the appraiser will be selected from the list of certified appraisers approved by the Board.
SECOND APPRAISER	A teacher may request a second appraiser within ten working days of receiving a written observation summary or a written summative annual appraisal report. If a teacher requests a second appraisal by another certified district appraiser, the second appraiser will be determined in accordance with the following: • The second appraiser will be randomly selected from a pre-established roster of trained appraisers. • The formal observation for a second appraisal shall be unannounced. • The scores from the first and second appraisal will be averaged together.
TEACHER RESPONSE AND REBUTTAL	A teacher may submit a written response or rebuttal within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal.
GRIEVANCES	Complaints regarding a teacher appraisal should be addressed in accordance with DGBA (LOCAL).