Highland Park

Independent School District

Self-Directed Appraisal System

Revised March 16, 2016

Contents

Foreword

Self-Directed Appraisal System

Highland Park Independent School District

In compliance with Texas Education Code 21.351, the Self-Directed Appraisal System (SDAS) was developed by Highland Park Independent School District's (HPISD) district- and campus-level planning and decision-making committees.   The HPISD District Leadership Council approved revisions to SDAS on February 16, 2012, and SDAS was adopted by the HPISD Board of Trustees on March 20, 2012 [include Exhibit A Board Minutes from March 20, 2012]. The following representatives of HPISD's District and Campus Leadership Committees served as SDAS Revision Committee Members, representing both general and special education programs:

- **Allison Carr – 4th Grade Teacher, Armstrong Elementary School**
- **Dr. Skip Moran – Principal, Armstrong Elementary School**
- **Gretchen Von Ende – Special Education Teacher, Bradfield Elementary School**
- **Chris Brunner – Principal, Bradfield Elementary School**
- **Kristan Perryman – 3rd Grade Teacher, Hyer Elementary School**
- **Jeremy Gilbert – Principal, Hyer Elementary School**
- **Deborah Blackwell – 5th Grade Teacher, McCulloch Intermediate School**
- **Laurie Norton – Principal, McCulloch Intermediate/Highland Park Middle School**
- **David Rau – Science Teacher, Highland Park Middle School**
- **Joy Rumsey – Kindergarten Teacher, University Park Elementary School**
- **Dr. Lynda Carter – Principal, University Park Elementary School**
- **Janis Knott – Social Studies Teacher, Highland Park High School**
- **Walter Kelly – Principal, Highland Park High School**
- **Kami Burns – Director of Special Programs, HPISD**
- **Chris Israelson – Director of Personnel, HPISD**

SDAS revisions were adopted by the HPISD Board of Trustees on March 15, 2016 to align with Texas Education Code (150.1001).

Overview of the Self-Directed Appraisal System

Underlying Philosophy:

The underlying philosophy of the **SDAS** recognizes that teachers are motivated professionals who serve their students and desire to continue to grow in their field at all stages of their career. The system is specifically designed to optimize teacher self-assessment and self-direction in a collaborative framework. The majority of the emphasis, energy, resources and time in this appraisal model will be spent on formative rather than summative evaluation. This system is based on the belief that high quality performance is best secured by vision, commitment and culture rather than by inspection.

Goals of the System:

- Improvement of academic performance of all students on the campus
- Provide high-quality teachers for our community.
- Assure our community of the quality of our teachers.
- Enhance professional performance that results in student success.
- Build a greater understanding of the science, art and craft of teaching.
- Provide a supportive environment for continuous improvement.

What is the Self-Directed Appraisal System?

The SDAS is an annual appraisal process which begins in the spring of the school year with an educator assessing the needs of his or her students and reflecting on his or her professional ability to meet these needs. Based on the educator's subsequent need for professional growth in a particular area, he or she develops a research question, called a "focus question," discussed in more detail below, which will guide and structure this growth. The process is action research. Also, the process is one of professional inquiry or desire to know how better to meet the most urgent areas of student need.

The SDAS process changes the focus of educator appraisal from the documentation and recording of a single teaching performance to a teacher learner-centered, multi-step process that considers all data gathered from observations, job-related behavior, teacher generated research questions, and other documented sources designed to improve teaching practices. The SDAS process facilitates educator learning and improved classroom practices that, in turn, directly impact student achievement. The SDAS includes a conference between the teacher and appraiser that is diagnostic and prescriptive with

regard to possible remediation in overall performance.   Through a collaborative process, this learning journey encourages trust, collegiality and ownership.

SDAS is a process, not a product. The SDAS process provides educators with a framework for initiating, planning and facilitating personal growth while building connections between professional goals and the goals of the campus and the district. Through inquiry and collaboration with professional colleagues, an educator focuses on an area of professional need or interest which improves professional performance and directly addresses student achievement.

How Does SDAS Work?

1. Based on an educator's data and professional assignment, he or she selects an area of focus. From this focus, the educator formulates a question that will guide him or her throughout the year. An example of a focus question might be, "How can I use current events to improve my students' reading skills?" After the formation of a focus question, the educator creates a plan and begins the process of collecting data that reflects selected measures of student growth (quantitative and qualitative). The plan involves a variety of strategies such as observing and researching other educators' professional activities, reading professional journals and texts, attending professional development events, and participating in discussions with professional colleagues.

2. During the fall semester, an educator meets with the administrator assigned as his/her primary appraiser, and the two individuals participate in dialogue that involves reflective questioning. The reflective questioning may assist the educator in further narrowing or even redirecting the question in order to address student achievement, to align their exploration with campus and district goals, and/or to enable the educator to effectively evaluate the progress of their research. It is not the role of the primary appraiser to provide the teacher with a question, but he or she may guide the direction of the inquiry to support the campus improvement plan, teacher performance data or teacher professional development concerns**.**

3. As the inquiry process continues, the educator participates in self-reflection and collects artifacts and evidence representing the process. The collection of data and reflections can be maintained in a notebook, folder, or on a computer. The data is significant in order for the educator to evaluate and share the effectiveness of his/her action research. While the primary focus should be on refining and

improving instructional strategies that address student achievement, the educator may focus on other areas.

4. Throughout the school year, each educator is required to participate in four checkpoints. "Checkpoints," described in more detail below, are meetings designed to facilitate the collegial collaboration that will assist each educator in the process of evaluation and progress toward his or her SDAS exploration.

5. At the conclusion of the SDAS process, a Summative Evaluation Conference is held between the teacher and appraiser. The focus of the conference may be diagnostic and prescriptive with regard to possible remediation in overall performance. Educators and administrators discuss, evaluate and celebrate outcomes related to the focus questions explored throughout the school year. All data gathered from observations, teacher generated research questions, measures of student growth, and other documented sources provide the agenda for the conference between the teacher and the appraiser.

What is the benefit of using SDAS?

The SDAS process provides educators and administrators with a common focus for assessing and communicating about student achievement, best practices, and curricular content. The reward is the creation of a professional learning community that provides continuous support, consistent feedback and collegiality. Furthermore, the SDAS process facilitates deeper understandings about teaching and learning connection while furthering an educator's professional commitment to lifetime learning about best practices.

PERSONAL PURPOSE AND FOCUS

What do I need to do to get started?

1. **Develop a Focus Question that is aligned to campus initiatives and indicators of student achievement. (Form A). Begin to identify potential strategies for measuring progress toward desired student learning outcomes.**

2. **Draft an Individual Learning Plan with activities for approval by your campus administrator.**

3. **Submit a copy of your Focus Question and Individual Learning Plan to your campus Administrator and retain a copy for your records.**

4. **Review the HPISD Professional Teaching Standards or Standards for Non-Teaching Professionals with appraiser – see pages 8-9 below.**

5. **Review the HPISD Professional Development Matrix as related to your focus question – see Appendix. The Matrix is located online and updated annually by the HPISD Professional Learning Committee.**

The other forms included in this document will help participants perform other aspects of the process such as tracking the checkpoint meetings. The forms will also be available on-line for ease of retrieval.

HPISD PROFESSIONAL TEACHING STANDARDS

AND

PROFESSIONAL STANDARDS FOR NON-TEACHING PROFESSIONALS

In compliance with Texas Education Code Section 21.351(a)(1) and (2), the following performance criteria based on observable, job-related behavior were developed for the revised SDAS Plan. Any educator denied credit on one or more performance standards will require an intervention plan in the performance standards in which they are denied credit. This intervention plan will be developed by the educator's supervisor in collaboration with the educator.

1. Draws on knowledge of subject matter and curriculum to develop learning experiences that make content inclusive, engaging and meaningful to all students.

2. Understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social and personal development of all students.

3. Understands and uses a variety of instructional strategies to engage students and ensure the development of critical thinking, problem solving and performance skills.

4. Utilizes a variety of appropriate motivational and instructional strategies, methods and resources to differentiate instruction for all students and student groups.

5. Uses available classroom and campus technologies in instructional planning and lesson design.

6. Uses technology to engage students in learning the content and includes a wide range of instructional strategies that enable students to learn.

7. Understands and uses both formal and informal assessment strategies, and incorporates student achievement data in the areas of planning, delivery and assessment of instruction.

8. Works collaboratively within Department/Team to design common assessments of learning that reflect rigorous learning and curriculum standards.

9. Employs a variety of assessment methods to obtain information about student learning to inform instruction, monitor progress, and to assist students in reflecting on and evaluating their own progress.

10. Implements student discipline management procedures effectively to create a positive, supportive learning environment.

11. Balances academic and functional behavior expectations to improve student achievement and social development.

12. Collaborates and communicates constructively with all students, parents and colleagues.

13. Maintains current knowledge and relevant job skills necessary to effectively teach and collaborate with others.

14. Diligently reflects on instructional practice and engages in appropriate professional development.

15. Models high standards of professional conduct and provides leadership to improve students' learning and well-being.

16. Complies with all federal, state, district, campus, HPISD School Board and TEA policies, and procedures.

Professional Standards for Non-Teaching Professionals

(New 2016-2017)

_____ 1. Understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social and personal development of all students.

_____ 2. Employs a variety of methods to obtain information about student progress to support student success, monitor progress, and to assist students in reflecting on and evaluating their own progress.

_____ 3. Understands student discipline and behavior management procedures to create a positive, supportive learning environment.

_____ 4. Balances academic and behavior expectations to improve student achievement and social development.

_____ 5. Collaborates and communicates constructively with all students, parents and colleagues.

_____ 6. Maintains current knowledge and relevant skills necessary to effectively perform their assigned duties.

_____ 7. Diligently reflects on practice and engages in appropriate professional development.

_____ 8. Models high standards of professional conduct and provides leadership to improve students' learning and well-being.

_____ 9. Complies with all federal, state, district, campus, HPISD School Board and TEA policies, and procedures.

What is a Focus Question?

A focus question is an essential **"big question"** which addresses improvement of academic performance of all students, an educator's interests as they relate to campus instructional practices and any identified deficiencies of the educator. The focus question should seek to address simultaneously elements of the education system at the state, district and campus levels, thus aligning the inquiry to the Campus Improvement Plan and the District Improvement Plan. A focus question encompasses a broad topic and will be narrowed and refined during the first 6-8 weeks of the appraisal process. The focus question and the growth measure are connected.

What are some examples of Focus Questions?

Appropriate focus questions are based on teacher needs focused on student achievement as evidenced by measurable campus goals. Focus questions may address teacher concerns in academic, behavioral, or social-emotional development areas. Examples of focus questions posed by HPISD instructional staff related to instructional improvement are listed below:

- *How can I improve the academic performance and growth of all of my students?*
- *How can I increase student attendance?*
- *How can I identify and assist students in at-risk situations?*
- *How can I set-up my classroom for reading and writing workshop?*
- *How can I incorporate Design Thinking into my science classroom?*
- *How can I measure the effect of History Alive in improving student learning and meeting course requirements and STAAR, EOC performance goals?*
- *How can I more effectively facilitate the use of technologies by students in my classroom?*
- *How can I help students develop the skills needed to assess their own learning?*
- *How can I help students feel comfortable working with diverse groupings of classmates and overcome their desire to always be with their friends?*
- *What strategies can I use to help my students become independent writers?*
- *What changes in my teaching styles, are needed to make my students successful?*
- *How can I increase reading across genres both in and out of the classroom?*
- *How can my students learn to write and solve word problems successfully in math?*

- *How can I implement reading/writing workshop in my kindergarten classroom?*
- *How can my students be encouraged to write thoughtful inquiry questions?*
- *How can I effectively implement a Math Workshop model to differentiate instruction and increase problem-solving strategy instruction?*
- *How can I use journaling in the science lab to increase student understanding and application of the scientific method?*
- *How can I implement the philosophy of the Abydos Writing Institute in my classroom?*
- *What classroom strategies are effective for developing student self-evaluation of their learning?*

How do I formulate a Focus Question?

1. **Narrow Focus Question, as appropriate to ensure it is measurable.** Think about the outcome. What are you seeking to ascertain? How will you know if you have succeeded?

2. **Select a target population for collection of measures of student growth.** An educator may choose to include all of his students or a selected group of students for the inquiry (i.e., a particular class period, a sub-group within a particular class, or a low, medium and high performer).

3. **Establish an Action Plan to explore the Focus Question.** An *Action Plan* should include a variety of *learning experiences*. Learning experiences are unlimited and are meant to be flexible enough to accommodate individual needs of teaching professionals regardless of their professional assignment.

4. **Participate in Collegial Collaboration**. These types of collaborations involve talking, listening, observing, thinking, and reflecting with one's peers. These interactions may result in the discovery of new understandings about current practices, purposes, and/or needs. Collaboration is ongoing throughout the exploration of the Focus Question. Opportunities for collaboration occur during team meetings, grade level meetings, department meetings, faculty meetings, workshops, informal discussions, and formal, required **Checkpoints.**

What Learning Experiences might be appropriate to include in my Action Plan?

In addition to collecting data to support required measures of student growth, experiences could include but are not limited to the following:

- Research and study one area of need or concern which influences student achievement.
- Utilize prior knowledge to build an action plan--find a starting point for inquiry.
- Gather artifacts and evidence that reflects new understandings in the area of the investigation.
- Meet regularly with peers to discuss learning and progress in the inquiry process.
- Participate in Professional Learning through webinars, blogs, google hangouts, workshops and conferences related to the focus question.
- Observe and be observed by colleagues and appraiser teaching in areas related to the focus question.
- Video or audiotape a lesson related to the focus question.
- Read or related professional articles, journals or on-line publications.
- Receive feedback from formal and informal observations by supervisors and colleagues.
- Collect student achievement data or work related to the focus question.
- Assess the impact and influence of instruction and learning on student growth and achievement.
- Attend a pertinent college class.
- Maintain a journal reflecting conversations, readings, classroom activities, and other professional development done that is relevant to the focus question.
- Interview someone with expertise in your identified area of study.

Formulating a Focus Question

(Form A)

A "Focus Question" is a "big idea" which addresses a special need, interest, or concern as it relates to student achievement. Focus questions are intrinsically student-focused. A "focus question" seeks to address elements of the classroom or learning system in place at the campus, district, or state levels and it explores innovations and applications designed to improve student learning**.** The focus question should be based on analysis of student performance data. For the appraisal year, the focus question will be the focus of the teacher's professional inquiry.

The focus question acts as a *guide.* It may be modified early in the SDAS process as the teacher further clarifies his or her intended inquiry. Results of research on the focus question must be measured and reported either "quantitatively" (in numbers and figures) or "qualitatively" (in descriptive language), or both described in more detail below. Focus questions are based on data which shows which are the most urgent areas of need for the students in the class. They might answer, "How can I help the neediest the most efficiently and quickly?" "How will students learn to represent their learning and communicate it to others?" "What kinds of problem-solving and what kinds of products most promote learning in these high-need areas?" **How can I enhance the academic performance of all of my students? How can I increase student attendance? How can I identify and assist students in at-risk situations?** The focus question meets all of these criteria.

My focus question is:

_____

_____

_____

Formulating a Focus Question (Form A cont.)

Determining the Outcomes

As related to measures of student growth, what instruments, data or measures could I use to determine outcomes of my *focus question?*

Examples of measures of student growth may include:

<u>**Quantitative**</u>**: Tells you "how many," "how much," or "to what extent" an innovation worked with particular students. Quantitative research measures help determine how many students benefit from a specific program? Or might answer a question such as, "What additional percentage of students will pass a particular Teacher Developed Assessment, STAAR, MAP, or EOC item using this approach?" Another quantitative question might be, "How much improvement might I expect if we lowered class size to 1:25?"**

More examples of quantitative measure follow:

1. **Does student achievement in mathematics for (specific TEKS) correlate to use of this (specific) innovation?**

   You might correlate students using the new approach or innovation to a similar group of students last year or to a pilot group of similar students in another teacher's group who did experience the innovation. You might also measure the students' performance before and after the innovation.

2. **Prior to having a formal mentor program, 13% of my students were not passing mathematics. After the initiation of a formal mentor program, 17% were not passing. What factors correlate to, including the formal program, the increase in not passing?**

<u>**Qualitative**</u>**: Qualitative measures help define how to improve a practice, why something is happening in the classroom, the quality of a certain approach or treatment, how to develop an effective classroom management plan. Results are frequently not "generalizable" or** *able to be applied to a general audience***, but are quite helpful regarding best practices for a specific student or small group of students. Examples of qualitative measures follow:**

1. **"Why do students have difficulty arriving at class promptly after lunch? What strategies might be developed to help more students arrive after lunch on time?" After the strategies are generated, a quantitative measure – "How many more students are now arriving promptly?" can be instituted.**

2. **How can I increase student attendance?**

3. **"What strategies are available to provide at-risk and special education students the most appropriate mix of pull-out and inclusion services? How will we know the strategies are appropriate?"**

Gathering Evidence of Student Growth and Reflecting

What are some professional learning experiences I will go through in the SDAS Process?

Experiences can be anything that has meaning for the individual and causes reflection. Experiences can be collected from the following basic groups:

- **Reading** (book lists, summaries, diagrams, overviews, outlines, handouts, texts and journals)
- **Interacting** (photographs, thinking exercises, in-class entries, brainstorming charts, peer assessments, projects)
- **Demonstrating** (illustrations, lesson plans, lesson critiques, videos, audiotapes, checklists, teacher made materials)
- **Writing** (formal papers, publication pieces, credo of teaching and learning, descriptions of effective strategies)
- **Reflecting** (journal responses, written dialogue with texts, mind maps, reader response)
- **Exploring** (Professional Development Classes, Graduate Studies, Workshops, Seminars, Conferences, Institutes)

What are evidences of student growth that I may gather from my professional learning experiences in the SDAS process?

"Evidence" is the proof that something has occurred. Evidence can relate to the results in learning, reflecting, interacting, producing or understanding. Often training hosts provide a certificate of attendance to all participants. In the HPISD, district training is reflected on your Staff Development Record.

How important is data collection of measures of student growth in the Self-Directed Appraisal System process?

> Data collection, based on observable, job-related behavior**,** is a requirement when drafting the Action Plan. Data may be both qualitative and quantitative in nature. The information gleaned from data collection is central to the understanding of what is happening in your school or classroom and in determining the impact of an innovation within that context. Required data provides validity and reliability to each educator's exploration.

What are Checkpoint Groups?

> As *measures of student growth* are collected by individual teachers, small colleague groups reflect on one another's work in what is called a "checkpoint" session. Each educator participates in **four scheduled checkpoints** during the year. The checkpoint dates are set by campus administration (please see the timeline for a broad overview). During each checkpoint, an established group of approximately four to six participants meets to discuss each educator's focus question and to share artifacts, evidence, and outcomes.   Checkpoint questions have been designed to guide individual reflection and group discussion (Forms B, C, D, and E). Each checkpoint requires approximately two hours, including teacher reflection and study prior to the meeting, to maximize opportunities for sharing and reflective questioning.

> In preparation for the checkpoints, your campus administrators will organize checkpoint groups. The established groups will meet formally during each designated checkpoint and may meet informally at other times. Checkpoint groups may be organized in a variety of ways – both homogeneously and heterogeneously. Each group will identify a facilitator who will complete and submit a *Checkpoint Meeting Log* (Form F) to campus administration after each checkpoint. The Checkpoint Meeting Log will identify those present and will provide a
> summary of major discussion points. The dialogue during the first three checkpoints will focus on the ongoing progress of each educator's inquiry. The focus of the final checkpoint will be a presentation of findings.

How is a checkpoint group beneficial?

Ideally, a high level of trust will be established among the members of each checkpoint focus group. This trust will facilitate open dialogue and feedback at each meeting. The collaborative experience within the focus groups promotes a learning community and encourages educators to make data-driven decisions about student achievement and professional practice. The whole process of collaborative reflection in checkpoint groups is driven by the questions posed in each checkpoint, numbers 1-4, and provides a framework for completion of the SDAS process.

Round Table Collaborations Include Reflective Questions

How can I be effective in my collegial collaboration?
Effective collaborations usually occur between colleagues with whom there is a high level of trust. Individuals can openly reflect, give feedback, and restructure thinking.

Reflective Questions are neutral and non-judgmental. Participants use specific questioning techniques that provide feedback and allow individuals to reflect openly. Reflective questions should help the educator clarify, summarize, hypothesize, establish purpose, provide links and invite rethinking. An atmosphere of trust must be established among the participants involved.

When participants feel safe, they may reveal their thoughts and feelings without fear of judgment or censure. In an atmosphere of trust, participants are able to process questions in greater depth. Reflective questioning creates opportunities for educators: to reflect aloud, to be heard by one or more colleagues, and to be prompted to expand and to extend thinking through follow-up questions. The process involves two or more participants who take on the roles of learner and responder(s).

What is the role of the learner in reflective questioning?
- State Focus Question.
- Identify the need for research or study related to the Focus Question.
- Explain any information already known regarding the Focus Question.
- Share possible concerns or questions regarding the exploration of the Focus Question.

- Share the expected outcomes of the inquiry in terms of measures of student ~~achievement~~ growth.
- Describe the activities that have been or will be implemented to explore the Focus Question.

What is the role of the responder in reflective questioning?

Reflective questioning occurs during Checkpoint meetings, also known as checkpoint focus groups or "roundtable" checkpoint focus groups. Effective reflective questioning will facilitate teamwork as colleagues help one another do useful teacher action research. How do colleagues reflect together effectively?

- Listen actively.
- Ask neutral, probing questions that reflect the information the learner shared.
- Refrain from giving advice.
- Refrain from making statements.
- Help the learner clarify events, actions, thoughts, or beliefs.

What are some sample questions that demonstrate good reflective questioning?

"Could you talk more about that?"

"Why do you think that happens?"

"What does this remind you of?"

"What evidence do you have about that?"

"How else could you approach this?"

"Where might you obtain more information?"

How important is reflective questioning in the SDAS process?

Reflective questioning plays an integral and vital role throughout the SDAS process. The techniques should be utilized during day-to-day collaborations as well as during structured settings such as the Checkpoints. The questioning techniques may not seem natural at first. Individuals will need to practice to become comfortable and proficient with the skill.

Round Table Collaboration During Checkpoints are a Key to the SDAS Process

Round table checkpoint collaborations provide opportunities for participants to reflect on teaching experiences and to discuss the integration and connections among new ideas and practices. This is a whole group collaborative experience. In the SDAS process, roundtable discussions may begin in global considerations, but must ultimately reflect on the questions identified in the "Checkpoints" as guiding or reflecting questions. These checkpoints are most effective when they occur in one block of time, but may be broken down into smaller segments when it is not possible to meet in a substantial block of time. Each checkpoint in the SDAS process has a set of questions that can help prepare and focus educators prior to the checkpoint meeting.

SDAS Checkpoint #1

Form B

Reflections Group Discussion

1.   How does my focus question relate to and impact student learning in the classroom?

2.   What **data** (qualitative and/or quantitative) will I use to answer the focus question, e.g., student work samples, products, teacher made assessments, checklists, logs, district/state assessments, etc.?

Measures and Evidence of Student Growth
_____
_____
_____
_____
_____
_____

3.   What resources and learning experiences am I considering as part of my learning plan?

4.   Do I need to revise my focus question in any way to make the information it will provide more useful?

5.   How do I believe students learn best pertaining to my focus question? How do I cause learning to occur?

SDAS Checkpoint #2

Form C

Reflections for Group Discussion

1. What do I still need to do at this point in my investigation regarding my focus question?

2. What collaborative research learning experiences to date have I engaged in related to my focus question?

3. What evidence do I have that student achievement is being impacted? Summarize the data (qualitative and/or quantitative) collected to date. If no evidence is apparent yet, what might I do differently to bring about measurable change in my students' achievement?

Measures and Evidence of Student Growth
_____
_____
_____
_____
_____
_____

4. What instructional strategies did I initiate in my teaching practice that impacted student achievement?

SDAS Checkpoint #3

Form D

Reflections for Group Discussion

1. How has the exploration of my focus question impacted student achievement to this point in the SDAS process? Summarize in both quantitative and/or qualitative ways.

2. What collaborative activities have I participated in related to my focus question? How have these collaborations helped me explore my focus question?

3. What data (qualitative and quantitative) trends are evident in my measures of student impact?

    Measures and Evidence of Student Growth
    _____
    _____
    _____
    _____
    _____
    _____

4. What instructional strategies did I initiate in my teaching practice that impacted student achievement?

SDAS Checkpoint #4

Form E

<u>Reflections for Group Discussion</u>

1. How did my focus question impact student learning, achievement and my work with my students this year?

2. What do I feel are the significant results, reflected in both the quantitative and/or qualitative data, of my SDAS investigation?   What is my evidence and what conclusions can I draw?

<u>Measures and Evidence of Student Growth</u>

_____
_____
_____
_____
_____
_____

3. What has been the most difficult aspect of the SDAS process for me?

4.   What have I learned about how my students learn?

5. What have I learned about how I learn?

SDAS Data Collection and Performance Analysis Sheet   OPTIONAL

2016-2017

Measures of Growth (Sources of Evidence):

- **Quantitative Data: Performance Based Assessments (CRT, NRT & Locally Developed): FPA, MAP, STAAR, STAAR ALT, TELPAS, EOC, ACT, SAT, Teacher Made Assessments**

- **Qualitative Data: Inventory, Surveys, Interview, Observations, Conference Summary, Journals, Logs, Work Samples,**

Methodology/Description of Data Sampling: Pre/Post, Students A-E, BOY/MOY/EOY Scores, Rubrics BOY/EOY

Data and Analysis of Results:

Indications of Impact on Student Learning/ Achievement:

Checkpoint Meeting Log

Form F

Checkpoint Date: _____

Checkpoint Facilitator: _____

Checkpoint Number: _____

Time for which the session is scheduled: _____

Checkpoint Location: _____

Major points discussed during checkpoint:

Individual and/or group reflections and contributions:

Notes for next time:

Date of next scheduled checkpoint:

Time:

Location:

Staff Attending: _____

Developing a Learning Plan

A learning plan is a collection of professional development activities that facilitate the goals outlined in a focus question proposal. These professional development activities are aligned to the campus and district improvement plan.

Professional development activities may include, but are not limited to:

- Data analysis and instruction about data analysis

- Visiting and observing other classrooms

- Participating in staff development activities that are aligned to the focus question, online or actual

- Meeting with colleagues to discuss shared interests or concerns related to the focus question

- Scheduling colleagues and appraiser to observe your teaching of lessons or units related to the focus question

- Reading from professional journals or having a book study

- Receiving feedback related to the focus question from formal and informal observations by supervisors

- Collecting student achievement data or work related to the focus question

- Enrolling in an college class related to the focus question

- Researching a theme or concept of interest geared toward enhancing instruction or student achievement related to the focus question

Educators can continue to add activities to the learning plan as they occur throughout the year. Learning activities may be unlimited and are meant to be flexible enough to accommodate individual Focus Question needs. Educators may keep electronic and/or hardcopy records of their learning activities. This record is a valuable tool when participating in focus group checkpoints.

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Individual Learning Plan Record of Professional Activities

(You may wish to create an electronic portfolio which includes this Learning Plan Record in addition to any hard copies you have available as part of your professional portfolio.)

Focus Question: _____

_____

Record professional activities in the spaces provided below. Use additional pages if necessary.

Date: **Activity:**

_____

_____

_____

_____

_____

_____

_____

_____

_____

Reference the HPISD Professional Development Matrix and Eduphoria Course Offerings for Professional Development activities and course.

OUTCOMES

How do I prepare for the outcome stage of the Self-Directed Appraisal System process?

1. Assemble *measures of student growth* including artifacts and evidence of the SDAS process.

2. Complete Part II of the Annual Summary of Professional Performance (Form I) and submit to appraiser.

3. Share completed SDAS process results with professional colleagues during Checkpoint #4.

4. Meet with appraiser to review Annual Summary of Professional Performance and to share focus question results.

5. Identify future areas of learning and professional development.

Timeline

August-September

- Attend and complete orientation to the Self-Directed Appraisal System.
- Form SDAS cohorts at the campus level.
- Formulate the first draft of *Focus Question* based on campus and district plan improvement initiatives; share questions across campus.
- Analyze classroom and/or school assessment data
- Reflect on classroom practices
- Draft Action Plan including methods of data collection.

October-November--Checkpoint #1

- All participants will meet with their Checkpoint Group to share Focus Questions, Action Plans and progress
- Engage in meaningful dialogue and professional development activities related to the Focus Question
- Review baseline *measures of student growth* and/or pre-assessments

December-January—Checkpoint #2

- All participants will meet with their Checkpoint Group to share Focus Questions, Action Plans and progress
- Engage in meaningful dialogue and professional development activities related to the Focus Question
- Review the *measures of student growth* (qualitative and quantitative)

February-March—Checkpoint #3

- All participants will meet with their appraiser to share Focus Questions and Action Plan
- Engage in meaningful dialogue and professional development activities related to the Focus Question
- Review the *measures of student growth* (qualitative and quantitative)

April-May – Checkpoint #4

- Share results of focus question, professional learning experiences, data (qualitative and quantitative) and other evidence
- Complete educator section of *Annual Summary of Professional Performance*
- Meet with appraiser for summative conference

Highland Park Independent School District
Self-Directed Appraisal System (p. 1 of 2)   Form G -- Part I
Annual Summary of Professional Teaching Standards

Educator: _____   **Year:** _____
Assignment/Grade/Title: _____   **Campus:** _____

Part 1 – Review of Professional Teaching Standards (To be completed by Supervisor)
1. For each standard, award credit (+), deny credit (-), or indicate not applicable (N/A to position or assignment).
2. When denying credit, review all properly prepared cumulative data collected during the appraisal period. Retain documentation when denying credit for any standard.
3. Have educator complete Part II of the Annual Summary of Professional Teaching Standards and schedule a conference to discuss the results of the evaluation.

1. _____Draws on knowledge of subject matter and curriculum to develop learning experiences that make content inclusive, engaging and meaningful to all students.

2. _____Understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social and personal development of all students.

3. _____Understands and uses a variety of instructional strategies to engage students and ensure the development of critical thinking, problem solving and performance skills.

4. _____Utilizes a variety of appropriate motivational strategies, methods and resources to differentiate instruction for all students and student groups.

5. _____Uses available classroom and campus technologies in instructional planning and lesson design.

6. _____Uses technology to engage students in learning the content and includes a wide range of instructional strategies that enable students to learn.

7. _____Understands and uses both formal and informal assessment strategies, and incorporates student achievement data in the areas of planning, delivery and assessment of instruction.

8. _____Works collaboratively within department/team to design instruction and assessments of learning that reflect curriculum standards and rigorous learning.

9. _____Employs a variety of assessment methods to obtain information about student learning to inform instruction, monitor progress, and to assist students in reflecting on and evaluating their own progress.

10. _____Implements student discipline management procedures effectively to create a positive, supportive learning environment.

11. _____Balances academic and behavior expectations to improve achievement and social development for all students.

12. _____Collaborates and communicates constructively with all students, parents and colleagues.

13. _____Maintains current knowledge and relevant job skills necessary to effectively teach and collaborate with others.

14. _____Diligently reflects on instructional practice and engages in appropriate professional development.

15. _____Models high standards of professional conduct and provides leadership to improve students' learning and well-being.

16. _____Complies with all federal, state, district, campus, HPISD School Board and TEA policies, and procedures.

Please submit without attachments. Note: It is permissible to use faculty meetings for peer validation. Any educator denied credit on one or more performance standards will require an intervention plan in the performance standards in which they are denied credit. This intervention plan will be developed by the educator's supervisor in collaboration with the educator.

CC: Personnel File, Supervisor, Educator   *Revised and Adopted by Board on March 15, 2016*

Highland Park Independent School District
Self-Directed Appraisal System (pg.2) Form G – Part 2
Annual Summary of Professional Performance – Exchange Days 2016-2017
(To be completed by the educator in the space provided.)
For each *Self-Directed Appraisal* activity, indicate completed (+) or not completed (-).

1. _____ Completed beginning of the year professional needs assessment and formulated a Focus Question.

2. _____ Explored a Focus Question which addressed student achievement and contributed to educator's professional growth.

3. _____ Met all *Self-Directed Appraisal System* checkpoints and collaboration expectations.

4. _____ Presented outcomes of Focus Question and *Self-Directed Appraisal System* process, as related to measures of student growth; including efforts to enhance academic performance, efforts to increase student attendance, and efforts to assist at-risk students.

State your Focus Question:
_____
_____
_____

Measures and Evidence of Student Growth:
_____
_____
_____

What are potential areas for your continued professional development next year?
_____
_____
_____

Plan for Exchange Day #1 _____Approval: _____

Plan for Exchange Day #2 _____Approval: _____

_____   _____
Educator Signature   Date of Summative Conference

_____   _____
Appraiser Signature   Date of Summative Conference

The signatures of the educator and supervisor indicate that they have received a copy of this Annual Summary of Professional Performance and that the results have been discussed in a conference.

CC: Personnel File, Supervisor, Educator   *Revised and Adopted by Board on March 15, 2016*

Highland Park Independent School District
Self-Directed Appraisal System (pg.2) Form G – Part 2
Annual Summary of Professional Performance
(To be completed by the educator in the space provided.)

<u>Measures and Evidence of Student Growth</u>

_____
_____
_____
_____
_____
_____

_____   _____

Educator Signature   Date of Summative Conference

_____   _____

Appraiser Signature   Date of Summative Conference

The signatures of the educator and supervisor indicate that they have received a copy of this Annual Summary of Professional Performance and that the results have been discussed in a conference.

CC: Personnel File, Supervisor, Educator   *Revised and Adopted by Board on March 15, 2016*

GLOSSARY

Action Plan

An outline, which contains proposed activities, completed activities, personal timelines and professional development ideas to support and assist the educator in the banner question exploration.

Artifacts

Items that have meaning to an individual and cause reflection within the context of the Focus Question, such as examples of student work, training certificates, anecdotal notes of observations or interviews, bibliography of readings, etc.

Focus Question

An essential "big idea" question which addresses a special interest or concern related to instructional practices and student achievement outcomes.

Checkpoint

A scheduled focus group meeting, consisting of four to six individuals, in which individuals share educator and student products, evidences, and outcomes in a collaborative, reflective, and collegial atmosphere.

Collaboration

Any form of professional dialogue with another individual or group of individuals.

The best type of collaboration occurs between colleagues with whom there is a high level of trust.

Effective collaborators openly reflect, give feedback, and help colleagues restructure their thinking.

Journal

A log of reflections recorded to chronicle progress, feelings and observations.

Professional Development Activities

Learning opportunities that are included in the educator's action plan.

Reflective Conversations

Collaborations that often include responses and interactions that help to clarify, summarize, focus, hypothesize, and stimulate thinking.

Study Group

A group that meets on a regular basis in a collaborative environment to investigate and dialog about common interests, problems, or activities.

LIST OF FORMS

- Focus Question From (Form A, p. 13)

- Checkpoint One Questions (Form B, p. 20)

- Checkpoint Two Questions (Form C, p. 21)

- Checkpoint Three Questions (Form D, p. 22)

- Checkpoint Four Questions (Form E, p. 23)

- SDAS Data Collection and Performance Analysis Sheet (Optional Form, p. 24)

- Checkpoint Meeting Log (Form F, p. 25)

- Individual Learning Plan Record of Professional Activities (ILP, p. 27)

- Annual Summary of Professional Performance (Form G Parts I, II, pp. 30-32)

FREQUENTLY ASKED QUESTIONS

What is the purpose of the Self-Directed Appraisal System?
The purpose of Self-Directed Appraisal System (SDAS) is to give educators the opportunity to set their own goals for professional development related to student achievement. It is a way to become professionally involved with colleagues in finding answers, testing the answers in real situations, and sharing the results.

How does the SDAS Appraisal differ from the T-TESS (Texas Teacher Evaluation and Support System) appraisal?
The basis of T-TESS uses 3 measures of teacher effectiveness: Classroom Observation, Teacher Self-Assessment and Measures of Student Growth. The **SDAS** is a yearlong process of Professional Learning including discovery, research and reflection which for years has already met these requirements. We believe that real change can occur when teachers receive ongoing support from administrators and colleagues while implementing new practices. Change over time is more likely to have long-lasting effects.

Why is it called <u>Self-Directed Appraisal System</u>? Will other teachers have input into my formal evaluation document?

The model is called *Self-Directed Appraisal Process* because the teacher is engaged in a self-appraisal process that involves guided choice in professional growth activities and utilizes collaborative dialogue with peers. Educators identify an area of interest that they feel will lead to professional growth and have an impact on their teaching and their students' achievement. Focus questions are reviewed and accepted by the educator's campus administrator. Peers assist in clarifying a educator's learning outcomes as they reflect on focus questions, but they do not formally evaluate each other.

Who will be in my checkpoint group?

Checkpoint groups usually consist of four to eight members representing different grade levels or content areas. A campus administrator typically designates these groups. Since educators tend to dialogue most often with members of their own grade level team or department, forming checkpoint groups composed of educators who do not normally have the chance to dialogue provides you new collaboration and growth opportunities.

How many times will I meet with my checkpoint group?

There are four formal checkpoint meetings during the year. Each checkpoint requires about two hours of collaboration time. Educators are encouraged to meet informally with parents, other checkpoint members, and educator peers during the year to engage in collaborative dialogue as part of the SDAS process.

What happens if I need to change my focus question?

In the course of your investigation, you may find it necessary to change or modify your original focus question. This happens to educators in every discipline. If you have to change or modify your focus question, you should include that modification in your SDAS process documentation.

Can an educator explore a focus question for more than one year?

Yes, you may find that you want to continue exploring a focus question for another year if the exploration is not completed. You will have discussed this with your assigned supervisor during your Summative Appraisal.

Approved appraisal instruments in the state of Texas share a common focus known as the "State Proficiencies for Teachers and Learner-Centered Schools." The proficiencies describe best practice as educators exhibit it in successful classrooms:

Proficiencies for Teachers and Learner – Centered Schools

- **Learner-Centered Knowledge.** The teacher possesses and draws on a rich knowledge of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

- **Learner-Centered Communication.** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

- **Equality in Excellence for All Learners.** The teacher responds appropriately to diverse groups of learners.

- **Learner-Centered Instruction.** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

- **Learner-Centered Professional Development.** The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

HPISD Professional Learning and Staff Development Matrix

Student Discipline and Classroom Management – To review Professional Learning requirements for your job assignment please see HPISD website under the Professional Development link at www.hpisd.org and a listing of district courses in Eduphoria.

HPISD District Leadership Committee Meeting Minutes

HIGHLAND PARK INDEPENDENT SCHOOL DISTRICT
7015 Westchester Drive · Dallas, Texas 75205 · (214) 780-3000

Chris Israelson
Director of Personnel

Memo

To: Highland Park ISD District Leadership Council
From: Chris Israelson
Date: February 16, 2012
Re: Minutes of DLC Meeting

Chris Israelson welcomed the members, and then presented an overview of the HPISD Revised Self-Directed Appraisal System (SDAS). Committee Members received an email on February 14, 2012 – see enclosure; outlining the process and providing copies of the revised SDAS Professional Teaching Standards – see enclosure.

The discussion included a review of the history of SDAS in HPISD, a rationale for updating the current plan, and listing of the revised SDAS Professional Teaching Standards. Members of the DLC asked questions about the SDAS process, shared opinions regarding the method of data collection pertaining to teacher appraisals, and recommended modifications to some of the professional teaching standards.

Finally, a motion was made by DLC Members Jason Bayles, and seconded David Rau, *"that the Revised SDAS Plan as presented be approved by the HPISD DLC Committee."* The

Revised SDAS Plan was approved by a unanimous vote of the HPISD DLC Committee. The approved Revised SDAS Plan will be taken to the HPISD Board of Trustees for their consideration on March 20, 2012. A recommendation will be made for the Board of Trustees to approve and adopt the plan.

HPISD Board of Trustees Meeting Minutes

Highland Park Independent School District
Board of Trustees
Minutes of Regular Meeting
March 20, 2012

Members Present:	Cynthia Beecherl, Sam Dalton, Jim Hitzelberger, Leslie Melson, Paul Rowsey, Joe Taylor, Kelly Walker
Administrators Present:	Dawson Orr, Gena Gardiner, Chris Israelson, Joy Smartt, Helen Williams, Cristy Hirsh, Walter Kelly, Chris Brunner, Lynda Carter, Jeremy Gilbert, Edna Phythian

1. President Leslie Melson called the meeting to order at 5:00 p.m. in the McCulloch Intermediate School/Highland Park Middle School cafeteria. A quorum was present, the meeting was duly called, and the notice of the meeting was posted for the time and in the manner as required by law.

17. Mr. Chris Israelson, Director of Personnel, presented for Board approval the first phase of revisions to the Self-Directed Appraisal System (SDAS) noting a copy of the revised SDAS Plan was made available to the Trustees prior to the meeting for their review and that a comprehensive overview of the SDAS Plan was presented to the trustees prior to their taking action to approve the recommended revisions. The revisions were also shared with and unanimously approved by the HPISD District Leadership Committee on February 16, 2012. Mrs. Melson made a motion to approve the revised Self-Directed Appraisal System Plan as presented. The motion was seconded by Mr. Joe Taylor and approved unanimously.

RESOURCES

National Board for Professional Teaching Standards http://www.nbpts.org/resources/research

Texas Education Code Section 11.251(a)(b)(c).

Texas Education Code Section 21.351(a)(1) and (2)

Texas Administrative Code Section 19, 150.1002

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DuFour, R., Eaker, R., and Burnette, R., (2002). Getting Started: Reculturing schools to become professional learning communities. National Educational Service. (www.nesonline.com)

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Fullan, M. (1993). *Change Forces: Probing the depth of educational reform*. New York: Palmer Press. http://www.amazon.com/exec/obidos/tg/detail/-/1850008264/qid=1062794867/sr=1-3/ref=sr_1_3/102-2708110-1940909?v=glance&s=books

Sagor, R. (1992). *How to conduct collaborative action research*. Alexandria, VA: Association of Supervision and Curriculum Development. http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/books/1992sagor/1992sagortoc.html

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