

# Granbury Appraisal Program (GAP) & GTEI

# How Did We Get Here

- August 2016, began to explore District of Innovation
- Many items were included: Calendar, Certifications, Appraisal, etc.
- Sub-committee recommended we exempt our employees from the state mandated T-TESS
- January 2017, Board Approved District of Innovation

# District of Innovation

- Believe that a portfolio system allows teachers to monitor goals, provide self-reflection, and allows the supervisor a better opportunity to assess the entire school year's performance
- Board Policy states:
  - The District shall appraise teachers annually using a local appraisal process and evaluation criteria, including a portfolio, developed in accordance with law and administrative regulations. DNA (Local)

# Who Was on the GAP Committee

- Committee
  - 4 Secondary teachers
  - 3 Elementary teachers
  - 3 Secondary administrators
  - 2 Elementary administrators
  - 3 Central office administrators
- Began meeting in early April
- Spoke with other districts
- Spoke with district attorneys

# Committee's Goals

- Develop a vision for our appraisal system
  - Easy for staff to understand
  - Set and reflect on professional goals and visit with appraiser
  - Mesh with GTEI program
  - Relevant to our district's goals and vision (PBL, Technology, Engagement)

# What Do I Have to Do?

- Create an electronic portfolio-we will talk about later
- Periodic well check with appraiser
- One formal observation (45 minutes); District created
- Two or more informal observations (walk throughs); Campus created
- Have open conversations with your appraiser about your goals

# Portfolio

- One portfolio for ALL teachers (GAP and GTEI)
- Share your portfolio with your appraiser, principal, Jason Pullano and Stacy Roeming (instructional tech)
- Each teacher will create an electronic portfolio
  - Home Page
  - Goals
  - Instructional Framework
  - GTEI (if applying)

# What's Due and When?

- **September 24**
  - Home Page
  - Goals
- **October 12**
  - Professional Learning since end of school year attended up to October 9
- **April 19**
  - Professional Learning attended for year
  - Reflection on Goals
  - Schedule Summative Conference with appraiser
- **May 26 (GTEI Teachers)**
  - Baseline requirements completed
  - Professional Development/Collaboration
  - Campus Culture
  - Student Achievement



# Formal Observation

- Minimum of one, 45 minute observation
- Conducted by appraiser
- Pre-Conference meeting with appraiser within 10 days of formal observation
  - Discuss: Plan for lesson(s)
  - Date/Time, be flexible!!!!
  - Probably should discuss other lessons over the next two weeks
- Will be evaluated through Eduphoria

# GAP Vision

- 3 E's
  - Efficient
  - Effective
  - Evidence Based
- Blended PDAS and T-TESS
  - Terminology
  - Check boxes
  - Ability to write comments

# Four Domains

- Planning
  - Well organized and developed lessons to encourage higher-order thinking
- Instruction
  - Real world application and meaningful implementation of technology
- Learning Environment
  - Respectful and collaborative classes that encourage student participation
- Professional Practices (Summative)
  - Supportive and proper interactions which promote a healthy work force

# What are My Performance Levels

- Five performance levels
  - Exceeds Expectations
  - **Met Expectations-This is your goal**
  - Developing
  - Did Not Meet Expectations
  - Not Observed

# What is My Appraiser Looking For?

- Appraiser looking at Quality and Quantity
  - **Quality**-focuses on strength, impact, variety, and alignment and how it aligns to student success
  - **Quantity**-frequency and the number of students for which teaching behavior resulted in student learning

# Quantity-frequency of students

- Exceeds Expectations 90%-100%
- **Met Expectations 80%-89%**
- Developing 50%-79%
- Did Not Meet Expectations 0-49%
- Does Not Apply Was not relevant to the teacher or the class lesson

# Quality-strength, impact, variety



Exceeds Expectations (All/Almost All)	Met Expectations (Most)	Developing (Some)	Did Not Meet Expectations (Less than half)	Does Not Apply (not observed)
Consistently	Generally	Occasionally	Rarely	Not relevant to lesson or teacher
Uniformly	Common practice	Sporadic	Infrequent	
Seen from beginning to end	Predictable	Random	Non-existent	
Highly predictable	Typical	Moderately	Not attempted	
Seamless routines	Prevalent	More often than not	Minimal	
Excels	As a rule	Irregular	Hardly every	
	Approaches	Seldom	Inferior	
	Skillful			
	Knowledgeable			

# Details for the 4 Domains

## Planning

- Teacher designs clear, well organized lessons that are aligned with standards and are appropriate for diverse learners. These lessons are developed using formal and/or informal methods of assessment to encourage higher-order thinking.

## Look-fors in Planning

Appropriate Materials

Differentiated Instruction

Intervention

Appropriate Assessment

Engaging Lessons

Modifies and Adapts

Assessment and Instruction

Aligned Formal and Informal Assessment



# Details for the 4 Domains

## Instruction

- Teacher communicates and connects learning to real world applications using proper sequencing, implements motivational strategies to encourage active engagement, makes needed instructional adjustments to differentiate instruction, and implements technology when appropriate while following the district's (course) scope and sequence.

## Look-fors in Instruction

Actively, Engaged Students

Critical Thinking

Monitor Student Performance

Motivational Strategies

Appropriate Questioning

Successful in Learning Process

Student Self-Directed

Connects Learning

Pacing/Sequencing

Meaningful Use of Technology

# Details for the 4 Domains

## Learning Environment

- Teacher leads a mutually respectful and collaborative class while implementing positive classroom management procedures that encourage student participation and learning. The room is organized in a safe and efficient manner to facilitate the day's lesson and the teacher has posted the classroom objective for the day.

## Look-fors in Learning Environment

Classroom Management

Manage Time and Materials

Mutually Respectful

Objective Posted

Discipline Management

Safe and Efficient Classroom

Constructive Feedback

Teacher Communication

# Details for the 4 Domains

## **Professional Practices (Summative Conference)**

- Teacher demonstrates supportive and proper communication with students, parents, and staff in a timely and respectful manner.

## **Discussion Points Regarding Professional Practices**

Communication with Students

Communication with Parents

Interactions with Reluctant Students

Participation with Staff

Participation with Administration

# After Formal Evaluation, Now What?

- Appraiser will complete evaluation through Eduphoria and share it with you
- Within 10 days of evaluation, you and your appraiser will meet to review your evaluation and discuss your goals and how you are doing in achieving them
- If you are dissatisfied with your evaluation, you may request for a second evaluation from a different appraiser
- Continue to work on your portfolio

# Informal Walk Through

- Campus created
- Focus on campus goals and initiatives
- Minimum of two per year
- Unannounced
- Paper or Eduphoria
- No mandated pre/post conference
- Can begin immediately and go through May 20

# Summative Conference-Professional Practices

Will include:

- Informal walk- through
- One formal evaluation
- Communication and participation with students, parents, and staff
- Review of portfolio and reflection on goals
- Set goals for next year

# GTEI

- Use the same portfolio as you do for your professional portfolio
- Meet the baseline requirements
- Meet the attendance requirements; 5 or fewer
- Document
  - 30 hours Professional Development/Collaboration
  - 30 hours Student Experience/Campus Culture
  - Student Achievement/Enrichment

# GTEI-Professional Development

- Minimum of 30 hours
- Must be pre-approved by your principal
- Not be part of the teacher's normal teaching requirements
- All costs shall be paid for by the teacher
- Up to 10 hours for each of the following:
  - Obtaining additional teaching certifications
  - Master's/Doctorate degree programs in an education-related field
  - Serving as a mentor teacher
  - Supervising a PD III student teacher
  - Grade level trainers in technology
  - Trainer of trainers in other areas (and not being compensated)
  - Having a PBL project vetted and added to the GISD curriculum
  - Additional learning opportunities for students outside normal work hours (additional tutoring, etc.)



# GTEI-Student Experience/Campus Culture

- Minimum of 30 hours
- Maximum of 12 hours in any one area:
  - Committee involvement (voluntary campus or district committees)
  - Student and/or parent survey results showing positive feedback
  - Grade level department creations, new initiatives, etc.
  - Apply for and receive an outside grant that benefits your classroom and school.
  - Attendance at school activities, games, concerts, family nights, etc. (not required as part of job)

# GTEI-Student Achievement/Enrichment

- Present data and artifacts to show student progress, growth, and success in the classrooms they serve for all students
- Examples:
  - DRA, TELPAS, I-station, STAAR, EOC, Common Assessments, universal screenings, AP exams, SAT/ACT success or other data showing student progress throughout the year.
  - Success in contests such as UIL choir, band, or academic contests could also be used if a majority of students in the classroom participate in such contests or external evaluations.
  - Other classroom activities and data such as jump rope club, miler's club, Fitnessgram, Crossfit club, campus-wide musicals, science and history fair success, etc. could be used as artifacts for this section.

# GTEI-Things to Consider

- Increase will not go into effect until following year
- Increase is part of salary, and will NOT be taken away
- School board determines amount to be awarded; however, the intent is to award up to \$1,000
- Teachers may begin earning hours the day after their contract ends for the previous school year
- In 5 years, you could be making \$5,000 more a year

# Summary

- One Portfolio for everyone shared with your principal, appraiser, and instructional technology team
- One formal evaluation
- Multiple informal walk throughs
- Summative Conference to discuss portfolio reflections and professional practices
- GTEI for those who choose to participate

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