



# Teacher Appraisal and Development System: Teacher Training

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2011-12 School Year  
Day 2 of Training

**HISD Executive Sponsors:**

Julie Baker, Chief Major Projects Officer

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# Welcome!

## “I STAND FOR A CHILD”

- **Think** about the student you stand for and how you impacted them
- **Reflect** on the following question

*What is one commitment you will make this year to continue making an impact on your students?*

- **Share**
- **Write** a few words that best communicate your commitment on your nametag from yesterday



## Day 2 Objectives

**By the end of today's session you will understand:**

- How the new appraisal and development system will connect you with individualized professional development opportunities



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# *Review*



# Appraisal and Development System Activities- 2011-2012

## Goal-Setting Conference

- Discuss prior year's outcomes
- Set professional development goals and create development plan

## Progress Conference

- Receive feedback and formative rating on Instructional Practice and Professional Expectations
- Reflect on student progress to date
- Adjust goals and update development plan as necessary

## End of Year Conference

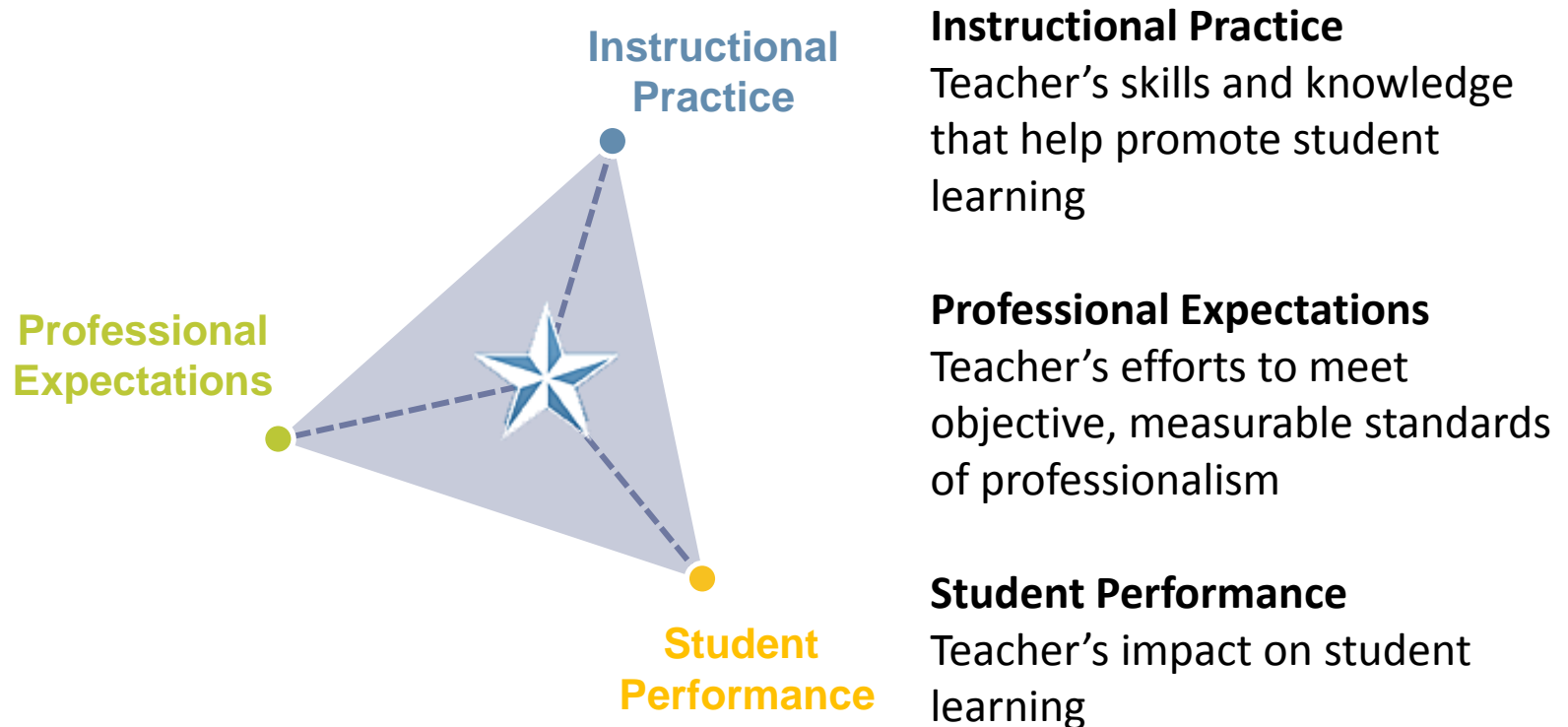
- Receive feedback and final ratings for Instructional Practice and Professional Expectations and Summative Appraisal Rating
- Set preliminary goals for next year

## Ongoing Feedback and Individualized Development

- Classroom observations (unannounced) and walkthroughs followed by conferences or written feedback
- Individualized professional development activities based on the development plan
- Ongoing, informal feedback based on additional observations and review of student data



## Appraisal and development will focus on multiple opportunities to demonstrate effectiveness.





## Activity: More practice with the Instructional Practice criteria

### Directions

- **Determine** which criteria is best represented by the scenario
- **Share and check** your answers with the whole group



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# ***Professional Development***





## Activity: What comes to mind?

What immediately comes to mind when I say . . .

**Professional Development**



**Many of you probably thought of this . . .**





The last decade of research says that coaching, administrative support, and data feedback are what really works in helping teachers acquire and apply new instructional skills.

	TRAINING OUTCOMES		
TRAINING COMPONENTS	Content Knowledge	Skill Implementation	Classroom Application
Presentation/Lecture	10%	5%	0%
+ Demonstration	30%	20%	0%
+ Practice	60%	60%	5%
+ Coaching, Administrative Support, and Data Feedback	95%	95%	<b>95%</b>



**One shot workshops don't work, and so we will try what we know works---job-embedded, individualized professional development.**

***It is time for our education workforce to engage in learning the way other professionals do — continually, collaboratively, and on the job — to address common problems and crucial challenges where they work.***

~Darling-Hammond et al, 2009

- **Reflect** on things that you have done to change your practice
- **Make a list** of those things
- **Share** your list with someone else



# Professional Development has been restructured to provide you with individualized support and development.

## CAMPUS-BASED RESOURCES



**Development plans** will address teachers' individual strengths and areas for growth.



**Appraisers** are accountable for helping teachers improve and grow professionally.



**TDSs** coach and connect teachers with valuable, subject-specific, job-embedded development opportunities.

## PD CENTRAL SUPPORT

- Small design team focused on designing teacher development aligned to high priority, district-wide initiatives.
- Development of online, user-centered learning tools to enhance connectivity of teachers to resources and to each other.
- New Teacher Support – ABRAZO, mentoring
- Teacher Leader pilots





# How Teacher Development Specialists (TDS) Support Teachers



TDS are experienced educators who partner with teachers to support their continuous growth and development through **observation and feedback, coaching, and connections** with relevant learning experiences.

How Teacher Development Specialists will support you:

- **Coach and connect** you to a variety of learning opportunities that support your continuous development
- **Observe** and provide you with formative feedback aligned with the Instructional Practice rubric
- **Support** you to ensure application of new knowledge and skills and impact on student learning



## Activity: What do you want to know?

### Directions

- **Write** 3 questions you have about professional development in the appraisal and development system on sticky notes
- **Post** your questions on the chart paper labeled “*What I want to know*”

***We will revisit your questions at the end of today.***



# Overview of Teacher Development Plans

## What are Teacher Development Plans?

- There are **two types** of Teacher Development Plans:
  - **Individual Professional Development Plan (IPDP)**
  - **Prescriptive Plan for Assistance (PPA)**
- Teacher Development Plans are **living documents to help you plan for your continuous professional learning and growth.**
- Teacher Development Plans ask you and your appraiser to identify focus areas for development, professional targets and **evidence** that you can use to point to accomplishment of those professional targets.
- Teacher Development Plans are not set in stone—rather, you and your appraiser are encouraged to **revisit and update the document regularly** throughout the year to reflect your growth and new development opportunities.





# IPDP vs. Prescriptive Plan for Assistance

## Types of Development Plans

### Individual Professional Development Plan

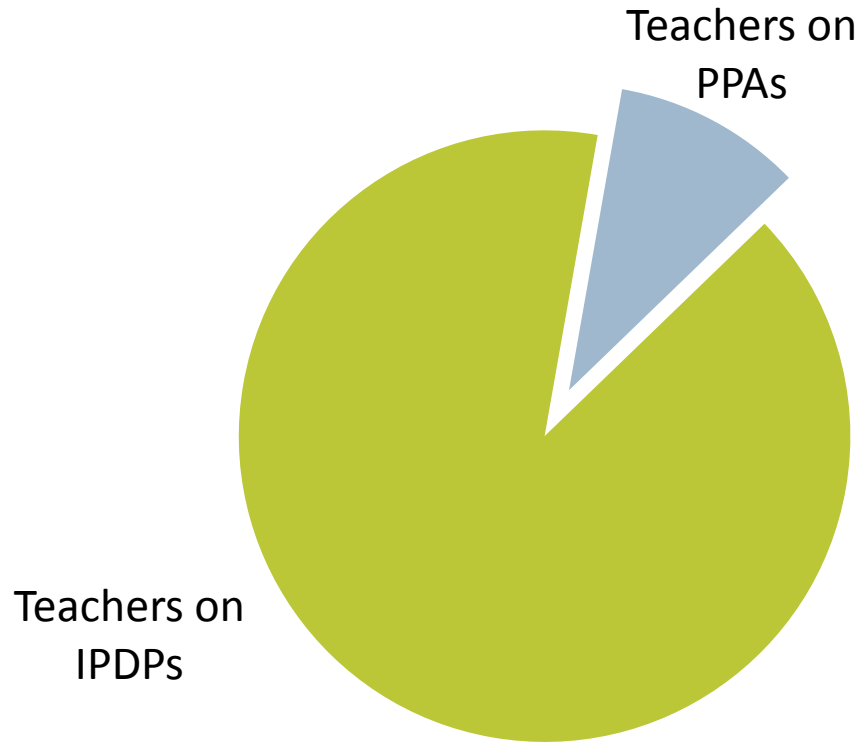
- Plan for teachers who are **meeting overall performance expectations**
- Applicable to teachers whose **performance is not of specific concern** to the appraiser
- **Teacher leads** the development of the plan in collaboration with appraiser
- Targets, focus areas, and activities are **identified collaboratively**

### Prescriptive Plan for Assistance

- Plan for teachers whose **performance is of concern** to his/her appraisers, due to poor performance
- Identifies specific areas and **interventions for improvement**
- **Appraiser determines** placement on a PPA and leads its development
- Targets, focus areas, and activities **are identified by the appraiser**



## IPDP vs. Prescriptive Plans for Assistance



**Because most teachers will have an IPDP, we will spend most of our time discussing how appraisers will collaborate with those teachers to develop their plans.**





## What goes into the creation of the IPDP?

Teacher Development Plans **are roadmaps** that are **created collaboratively** between you and your appraiser, and **outline your individual path for professional growth.**

Teacher Performance  
from the Previous  
Year



Teacher Self-  
Reflection and Ideas



Appraiser Knowledge  
and Observations



**The IPDP includes 5 elements that build off the teacher's focus area.**

### **5 Elements of the IPDP**

<b>1. Focus Area (Criterion)</b>	<b>What are your growth areas?</b>
<b>2. Professional Learning Target</b>	
<b>3. Teacher Activities</b>	<b>What can you do to grow?</b>
<b>4. Supports to Achieve Professional Learning Targets</b>	
<b>5. Evidence of Accomplishment</b>	<b>How will you know that growth has occurred?</b>



# Elements of the IPDP Form: Focus Areas & Professional Learning Targets

## 1. Focus Area (Criterion)

**Definition:** Drawn directly from The Instructional Practice criteria or some of the Professional Expectations criteria that are appropriate.

**Example:** Designs effective lesson plans, units, and assessments.

## 2. My Professional Learning Target

**Definition:** A professional target for improvement based upon data or rationale such as prior year ratings, student performance data, classroom observations, walkthroughs, etc.

**Example:** Based upon 2010 End-of-Course English III scores, I will incorporate clear systems and routines for assessing student understanding during the lesson to improve students' ability to interpret literary techniques.

Rationale



Activity



Objective



Professional Learning Target



# Activity: Identifying Effective Professional Learning Targets

## My Professional Learning Target

Yes

No

Rationale



Activity



Objective



# Answers: Identifying Effective Professional Learning Targets

## My Professional Learning Target

### Appropriate Professional Learning Targets

1. Based upon 2010 SAT scores on Reading Comprehension, I will utilize flexible instructional groups based on student learning needs to improve comprehension of non-fiction literature.
2. Based upon 2010 End-of-Course English III scores, I will incorporate clear systems and routines for assessing student understanding during the lesson to improve students' ability to interpret literary techniques (e.g., foreshadowing, allusion, symbolism).
3. Based upon my reflection of my instructional practice, I will incorporate instructional strategies that allow students to participate in and complete instructional tasks, volunteer responses to questions, follow teacher directions, and ask appropriate questions to increase student engagement.
4. Based upon feedback from my appraiser's most recent observation, I will set and implement effective discipline management procedures that will increase the amount of time students spend on task.





# Answers: Identifying Effective Professional Learning Targets

## My Professional Learning Target

### Less Effective Professional Learning Targets

1. Based upon feedback from my appraiser, I will dress in a manner that is appropriate for my job assignment to improve my professional appearance.
  - **Not appropriate because it addresses a professional practice issue not appropriate for being addressed in an IPDP**
2. 80% of my students will score “proficient” on the TAKS.
  - **Not appropriate because it doesn’t align directly to a focus area- i.e., one of the criterion or indicate of goal for developing the teacher’s practice**
3. Based upon my TELPAS scores, I will incorporate activities so my students can improve their English proficiency.
  - **Not appropriate as it is weak/vague regarding the activities for engaging students**



## Elements of the IPDP Form: Teacher Activities

### 3. Activities

**Definition:** Actions the teacher will take within a certain time period to improve practice in the focus area. A focus should be placed on individualized and targeted professional activities as opposed to district-wide learning sessions.

**Example:** Watch a sample video on leveled-grouping and create a plan for introducing this concept in your classroom.

**Example:** Observe an experienced teacher on your campus who is adept at differentiated instruction.



# Elements of the IPDP Form: Appraiser Supports to Achieve Professional Learning Targets

## 4. Support to Achieve My Professional Learning Target

**Definition:** Actions **the appraiser** will take to help the teacher make growth on this professional learning target. May include providing expertise, connecting teacher with coaches or peers, providing targeted observation, and more.

**Example:** Connect [Teacher] with [Other Teacher] who is an expert at differentiation strategies.

**Example:** Provide materials and guidance to scaffold teacher learning about [Focus Area].



# Elements of the IPDP Form: Evidence of Accomplishment

## 5. Evidence of Accomplishment

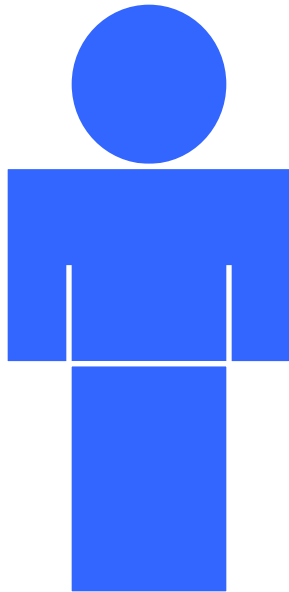
**Definition:** Evidence or data that will be used to determine accomplishment of the professional learning target. Note, accomplishment is not completion of activities but rather impact on student outcomes and/or teacher behavior, depending on the target.

**Example:** Six-week assessments show evidence of student improvement in comprehension strategies so that by January, 85% of students demonstrate mastery of at least 80% of reading comprehension objectives taught.



## Activity: Review Ms. Smith's IPDP

Ms. Smith is preparing for her Progress Conference and considering modifying her IPDP in light of the Instructional Practice feedback she has received.



- Take a moment to review *Ms. Smith's Feedback Form* in your *Participant Guide*.
- Answer the following questions:
  - ***What focus area would you recommend for Ms. Smith?***
  - ***Based on the focus area you select, what should Ms. Smith's professional learning target be?***
- Once you have answered the above questions, complete the rest of the *IPDP* with your table.
- Share: ***What did you find most useful/most challenging?***



## What is the PPA?

### *What is the PPA?*

- **Formally known as “Intervention Plans” or “Growth Plans”:**  
The PPA replaces the TINA and any other intervention/growth plan being used at individual school sites.
- **Appraiser driven:** PPAs are to be developed for teachers whose performance is of serious concern to the appraiser.
- **A living document:** Appraisers and teachers will check-in to review the teacher’s progress in the areas identified, and modify the plan accordingly.



**The PPA includes several additional elements, designed to provide targeted and timely support to teachers.**

### **Elements of the PPA**

**1. Focus Area**

**2. Professional Development Target**

**3. Professional Development Activity**

**4. Expected Impact**

**5. Action Steps for Implementing the Professional Development Activity**

**6. Supports to Achieve Action Step**

**7. Check-in Date**

**8. Status of Action Step**

**9. Next Steps, *if applicable***



# Closing Activity

## Revisit your questions

- ✓ Look at your questions from this morning
  - ✓ If your question was answered, remove from the chart paper
  - ✓ If your question was not answered, leave it up
  - ✓ If you have a new question, post it on the chart paper





**Thank you!**

Thank you for attending the appraisal and development teacher training sessions.



If you have any questions, please reach out to your school leadership team or the Effective Teachers Initiative team at [effectiveteachers@houstonisd.org](mailto:effectiveteachers@houstonisd.org).