

ATTACHMENT III
Text of Adopted New 19 TAC

Chapter 150. Commissioner's Rules Concerning Educator Appraisal

Subchapter AA. Teacher Appraisal

§150.1001. General Provisions.

- (a) All school districts have two choices in selecting a method to appraise teachers: a teacher appraisal system recommended by the commissioner of education or a local teacher appraisal system.
- (b) The commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with the Texas Education Code (TEC), §21.351.
- (c) The superintendent of each school district, with the approval of the school district board of trustees, may select the T-

(B) content knowledge and expertise;

(C) communication;

(D) differentiation; and

(E) monitor and adjust.

(3) Domain III. Learning Environment, which includes the following dimensions:

(A) classroom environment, routines, and procedures;

(B) managing student behavior; and

(C) classroom culture.

(4) Domain IV. Professional Practices and Responsibilities, which includes the following dimensions:

(A) professional demeanor and ethics;

(B) goal setting;

(C) professional development; and

(D) school community involvement.

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(b)

- (4) developing or below expectations; or
- (5) improvement needed or [well below](#) [[well below](#)] expectations.

§150.1003. Appraisals, Data Sources, and Conferences.

- (a) Each teacher must be appraised each school year, except as provided by subsection (1) of this section. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.
- (b) The annual teacher appraisal, or full appraisal, shall include:
 - (1) a completed and appraiser-approved Goal-Setting and Professional Development Plan that shall be:
 - (A) submitted to the teacher's appraiser within the first six weeks from the day of completion of the Texas Teacher Evaluation and Support System (T-TESS) orientation, as described in §150.1006 of this title (relating to Teacher Orientation), for teachers in their first year of appraisal under the T-TESS [or for teachers new to the district](#) ; or
 - (B) initially drafted in conjunction with the teacher's end-of-year conference from the previous year, revised as needed based on changes to the context of the teacher's assignment during the current school year, and submitted to the teacher's appraiser within the first six weeks of instruction; and
 - (C) maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and participation in professional development activities detailed in the approved plan;
 - (D) shared with the teacher's appraiser prior to the end-of-year conference; and
 - (E) used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the T-TESS rubric;
 - (2) for a teacher in the first year of appraisal under the T-TESS [or for teachers new to the district](#) , a Goal-Setting and Professional Development Plan conference prior to the teacher submitting the plan to the teacher's appraiser;
 - (3) after a teacher's first year of appraisal under the T-TESS within the district, an observation pre-conference conducted prior to announced observations;
 - (4) at least one classroom observation of a minimum of 45 minutes, as described in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the certified appraiser and in accordance with the Texas Education Code, §21.352(c-1) . [Additional observations and walk-throughs do not require an observation post-conference. Additional observations and walk-throughs do require a written summary if the data gathered during the additional observation or walk-through will impact the teacher's summative appraisal ratings, in which case the written summary shall be shared within 10 working days after the completion of the additional observation or walk-through. Section 150.1004 of this title \(relating to Teacher Response and Appeals\) applies to a written summary of an additional observation or walk-through that will impact the teacher's summative appraisal ratings](#) ;
 - (5) an observation post-conference that:
 - (A) shall be conducted within 10 working days after the completion of an observation;
 - (B) is diagnostic and prescriptive in nature;

(C) includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement; and

(D) can allow for, at the discretion of the appraiser, a revision to an area for reinforcement or refinement based on the post-conference discussion with the teacher;

(6) cumulative data

- (g) By ~~written~~, mutual consent of the teacher and the certified appraiser, 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.
- (h) A written summative annual appraisal report shall 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 shall be placed in the teacher's personnel file by the end of the appraisal period.
- (i) An end-of-year conference shall be held within a time frame specified on the school district calendar, no later than 15 working days before the last day of instruction for students. The end-of-year conference shall focus on the data and evidence gathered throughout the appraisal year; the teacher's efforts as they pertain to Domain IV, as identified in §150.1002(a) of this title; the results of ~~the performance of teachers' students, when available, as defined in §150.1001(f)(2) [student growth processes and measures when available, as identified in §150.1002(d)]~~ of this title; and the potential goals and professional development plans, as identified in subsection (b) of this section, for the following year. The written summative annual appraisal report shall be shared with the teacher within 10 working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.
- (j) In cases where the certified appraiser is not an administrator on the teacher's campus, as defined in §150.1005(b) of this title (relating to Appraiser Qualifications), either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus must participate in the end-of-year conference.
- (k) Any documentation collected after the end-of-year conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the

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received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to request a second appraisal.

- (e) A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.
- (f) [~~The second appraiser shall appraise the teacher in all domains.~~] The second appraiser shall make observations and walk-throughs as necessary to evaluate the dimensions in Domains I-III or shall review the Goal-Setting and Professional Development Plan for evidence of goal attainment and professional development activities, when applicable . Cumulative data may also be used by the second appraiser to evaluate other dimensions.
- (g) Each school district shall adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

§150.1005. Appraiser Qualifications.

- (a) The teacher appraisal process requires at least one certified appraiser.
- (b) Under the Texas Teacher Evaluation and Support System (T-TESS), a campus administrator includes a principal, an assistant principal, an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification, or supervisory staff whose job description includes the appraisal of teachers and who is not a classroom teacher. Only in the event of the circumstances identified in subsection (d) of this section may an individual other than a campus administrator act as a certified appraiser.
- (c) Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed the state-approved T-TESS appraiser training and having passed the T-TESS certification examination, and must have received Instructional Leadership Training (ILT), Instructional Leadership Development (ILD), or Advancing Educational Leadership (AEL) certification. Appraisers without ILT, ILD, or AEL certification before January 1, 2016, may not take ILT or ILD to satisfy this requirement. Periodic recertification and training shall be required.
- (d) An individual other than a campus administrator may act as a certified appraiser if:
 - (1) the individual has been certified by completing the training required under subsection (c) of this section prior to conducting appraisals; and

(b) The teacher orientation shall be conducted in a face-to-face setting during a district's first year of
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