

### **QISD Teacher Observation Component**

Administrators will use the T-TESS observation system. All Administrators will be trained on T-TESS before the beginning of the school year. A calibration calendar will be created to ensure all appraisers participate in district wide calibration of the T-TESS observation system.

Teachers that are eligible for the TIA will follow the below observation cycle.

- 2 walkthroughs per semester (4 per year)
- 1 Formal Observation per semester ( 2 per year)
- 2 Administrators per Formal Observation

#### **Teacher Observation Minimum Average Ratings**

Table using point system Domain 2 & 3 all Dimensions (Averaging each Domain)

- Improvement needed =1
- Developing = 2
- Proficient =3
- Accomplished= 4
- Distinguished =5

<b>Designation Level</b>	<b>Minimum Average Score Across Domain 2 and 3</b>	<b>Minimum Rating Required for each Dimension in Domain 2 and 3</b>
<b>Recognized</b>	<b>3.5 (70% of possible points)</b>	<b>At least 3 (proficient) on all dimensions</b>
<b>Exemplary</b>	<b>4 (80% of possible points)</b>	<b>At least 3 (proficient) on all dimensions</b>
<b>Master</b>	<b>4.5 (90% of possible points)</b>	<b>At least 3 (proficient) on all dimensions</b>

**Example :**

**Dimension score: Dimension 2.2 Content Knowledge and Expertise**

16 total dimension score  
 ----- = **3.2 Dimension Score**

5 Max points for dimension

Total Dimension Score to Calculate Component Score

30 total dimensions score (Domain 2 & 3)

----- = **3.75** Avg dimension score

8 total dimensions

Example :

Below is an example of a T-TESS that qualifies:

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<b>Domain 2: Instruction</b>					
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	5				
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.		4			

<p>2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.</p>		4			
<p>2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p>			3		
<p>2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.</p>			3		
<p><b>Domain 3: Learning Environment</b></p>					
<p>3.1 Classroom Environment, Routines, and Procedures: The teacher organizes a safe, accessible, and efficient classroom.</p>		4			
<p>3.2 Managing Student Behavior: The teacher establishes, communicates, and maintains clear expectations for student behavior.</p>			3		

3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.		4			
---	--	---	--	--	--

Raw score = 30 points

Overall average = 3.75

Overall percentage = 73%

## Student Growth notes:

### Student Growth Performance Standards

Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures.

The document describes the student growth performance standards. Teachers in each designation category will generally exceed these minimum averages, however, the overall holistic review may allow for student growth ratings that are nominally lower than these stated minimums in some cases.

# Statewide Student Growth Performance Standards

The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score (who completed final assessment)}}$$

## District Pre- and Post-Tests

District Pre- and Post-Tests are student growth measures that focus on assessments as the basis for determining students' skill levels entering a course and exiting a course. They are designed to quantify growth at the individual student and/or teacher level.

District Pre- and Post-Tests, use assessments to determine entering and exiting skill levels for students, but they are based on district-level assessments instead of state assessments. Districts would be free to decide whether to use district-created assessments or assessments secured from a third party. The level of formative feedback and data analysis available with District Pre- and Post-Tests would be dependent on how the district collects, disaggregates, and shares student results with teachers.

District Pre- and Post-Tests allow for greater comparability across campuses – students are taking the same assessments and the interpretation of assessment results are generally objective and mathematical. The challenges with District Pre- and Post-Tests lie with the value of the feedback in improving instruction. Knowing how much a student or a group of students grew over time doesn't necessarily indicate which actual instructional practices either lead to or hindered that growth.

District Pre- and Post-Tests

Pros	Cons
Less campus-level support required for implementation	Feedback less insightful at the instructional level
Results more objective, quantifiable, and comparable between campuses	Ratings based on assessment results (don't include teacher behaviors)
	Assessment-driven process

**QISD Draft plans**

QISD will use PRE and POST Test for the Student Growth Measure.

**Elementary:**

Assessment to use:

PK-CLI

K-1 - Map Reading

2-3 - Map Reading & Math

4-5 Map Reading , Math & Science

PE - Fitness Gram

Music - TBD  
ESL - MAP  
Intervention - MAP  
SPED -MAP

**When** - 4 week window after 1st day of school  
4 week window prior to last day of school

**Monitors** : Principals, Counselors, librarians

**Scoring/ Growth Percentages**

70% - Recognized

80% - Exemplary

90% - Master

**JH**

Beginning/middle/End of year assessment - Campus Approved assessments, Maps, Renaissance

- BOY State Assessment
- EOY State Assessment

**HS**

Use pre approved assessment in all areas BOY and & EOY.

\*\*\*\*\* Campuses are currently researching available resources to implement Pre-Post tests.