

Growing Together to Build a Better Tomorrow



Clint Independent School District

Reference Manual

Updated July 2021

Table of Contents

| | |
|---|----|
| Clint ISD's Vision and Core Values: | 3 |
| Clint ISD's Mission: | 3 |
| Clint ISD's Annual Goals: | 3 |
| Purpose..... | 4 |
| Overview..... | 4 |
| T-TESS Domains and Dimensions | 5 |
| T-TESS and the Teacher Incentive Allotment (TIA) - <i>UPDATED</i> | 5 |
| Four Domains and Dimensions of the T-TESS Rubric | 6 |
| T-TESS Improvement Process..... | 6 |
| T-TESS Teacher Cycle | 7 |
| Clint ISD Approved T-TESS Components | 7 |
| Less-Than Annual Appraisals - <i>UPDATED</i> | 8 |
| Teacher Response and Appeals | 8 |
| Requesting a Second Appraisal | 9 |
| Student Learning Objectives (SLO)..... | 10 |
| Teachers Hired After the School Start Date - <i>UPDATED</i> | 10 |
| Assessments: <i>UPDATED</i> | 10 |
| T-TESS Frequently Asked Questions..... | 12 |

Public Notification of Nondiscrimination

It is the policy of the District not to discriminate on the basis of race, color, national origin, gender, religion, disability or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact the District's Title IX Coordinator Rene Chavez at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4061 and/or Section 504 Coordinator, Margarita Flores at 14521 Horizon Boulevard, El Paso, Texas, 79928, (915) 926-4041.

Clint ISD's Vision and Core Values:

Together...We Build Tomorrow!



Clint ISD's Mission:

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for *the student* to maximize personal potential.

Clint ISD's Annual Goals:

1. *The District will be a model of high standards for student academic excellence.*
2. The District will ensure a safe well-disciplined positive learning environment for all students.
3. The District will operate efficiently being fiscally responsible.
4. The District will become the employer of choice in order to seek and retain effective personnel.
5. The District will include parents, community, and business members in the education of all students.



Purpose

This Clint ISD T-TESS Reference Manual has been put together to ensure that you are informed on the different components that guide the District for the T-TESS Appraisal System. Throughout this manual, you will find:

- T-TESS Domains and Dimensions - these are the descriptors used in the T-TESS Rubric. The Domains and Dimensions were created with the Texas Teacher Standards as the foundation of T-TESS.
- T-TESS Process and Components – these are quick reference charts for teachers which outline the T-TESS process in Clint ISD
- Responses and Rebuttal for T-TESS – a quick summary of how to respond or submit written responses as outlined in policy
- Requesting a Second Appraisal – the procedures outlined in policy to request a second appraiser in the T-TESS process
- PLC T-TESS Review – campus staff is advised that it is a best practice to routinely review Dimensions during Professional Learning Community time.
- District T-TESS Calendar - information on the District appraisal schedule and procedures associated with T-TESS.
- Clint ISD T-TESS Frequently Asked Questions - information at your fingertips of those most commonly asked questions dealing with the T-TESS.
- Policy and Regulations - Clint ISD policy guidelines on what and how to implement the T- TESS.

Overview

The T-TESS (Texas Teacher Evaluation and Support System) is the Texas recommended appraisal process to evaluate teachers and establish a system of support. The T-TESS instrument focuses on providing continuous, timely and formative feedback to educators so they can improve their practice.

The Clint ISD administration has worked with the Teacher Incentive Allotment (TIA) Team to add the required components, which align with the Student Growth Measure. The Student Learning Outcomes and value added measures to ensure that teacher appraisals are aligned with student growth are now a part of the T-TESS process.

One important component of the T-TESS implementation was to review the Dimensions and Descriptors of the T-TESS Rubric during Professional Learning Community time throughout the school year. During the PLC planning meetings, teachers will be reminded of the T-TESS rubric and teachers are encouraged to use the PLC as a forum to gain knowledge of the new protocol from their peers and campus administration. Teachers are also encouraged to visit with their campus administrators if they have questions about the new rubric and process. Resources and invaluable information are also available online and will be provided at the T-TESS training.

T-TESS Domains and Dimensions

The purpose of T-TESS is to improve planning, instruction, the learning environment, and professional practices and responsibilities so that there is refinement of each teacher's craft. T-TESS is a robust system that:

- Includes self-assessment and goal-setting processes that allow teachers to shape professional goals, establish a professional development plan to attain those goals, and track the progress of their development;
- Promotes teacher growth through frequent and sustained feedback loops;
- Incorporates five distinct performance levels, which clearly differentiate practices and describe behaviors which elevate performance; and
- Provides the framework to define and demonstrate how the domains, dimensions, and descriptors support teachers as they implement strategies in ways that address the learning needs of all students.

T-TESS and the Teacher Incentive Allotment (TIA) - UPDATED

All teachers will be appraised with T-TESS and may not be on a waiver. The TIA program compares non-cohort teachers with the ratings for cohort teacher and it is a requirement of TEA that all district teachers be evaluated. All teachers must be at least proficient on Domains 1 and 4, and teachers must meet specific criteria established by TEA for Domains 2 and 3. Teachers must have a combination of Dimensions that are rated as Distinguished, Accomplished, and Proficient. Everyone in the TIA program will be provided the rubric for Domains 2 and 3 with the requirements.

Four Domains and Dimensions of the T-TESS Rubric

| Planning | Instruction |
|---|---|
| Standards and Alignment Data and Assessment Knowledge of Students Activities | Achieving Expectations Content Knowledge and Expertise Communication Differentiation Monitor and Adjust |
| Learning Environment | Professional Practices and Responsibilities |
| Classroom Environment, Routines, and Procedures Managing Student Behavior Classroom Culture | Professional Demeanor and Ethics Goal Setting Professional Development School Community Involvement |

17th Dimension is the SLO

T-TESS Improvement Process

As part of the continuous improvement process, teachers consistently hold themselves to a high standard for individual development and performance. They identify methods to collaborate with other educational professionals within and beyond the school to engage in purposeful and targeted professional learning opportunities, seek feedback, and refine their practices and skills. Including the teacher in a systematic way allows him or her to take an active role in his or her professional growth and development.

The T-TESS Process should include various activities not just one 45-minute formal observation. Throughout the year, teachers should have walkthroughs, instructional rounds, and classrooms visits as part of the process. Furthermore, all Clint ISD teachers will have at least one twenty-minute T-TESS walkthrough as part of their T-TESS protocol. Meeting with administrators is an integral part of the T-TESS. Below is an example of the T-TESS Process for teachers.

T-TESS Teacher Cycle



Clint ISD Approved T-TESS Components

District Policy DNA (Local) and DNA (Regulation) specify the T-TESS is the teacher appraisal protocol that Clint ISD has approved. Teachers need to remember that T-TESS is a process that seeks to develop habits of continuous improvement with evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

Components of the appraisal process, such as classroom observations and walk-throughs, will be conducted as frequently as necessary to ensure that teachers receive appropriate guidance. All staff will be trained in the required components of the new system. All of the components will be used to determine the final teacher rating.

The chart below is a quick guide the Clint ISD elements of T-TESS.

| Clint ISD T-TESS Components |
|--|
| <ul style="list-style-type: none"> • T-TESS Goal Setting (1 Professional, 1 Student Growth Goal) <ul style="list-style-type: none"> • Multiple observations – formal and informal • Documented Walkthroughs will also be conducted |
| <ul style="list-style-type: none"> • At least 1 announced observation • Pre-Conference will occur for all Formal Observations • Observations should be lesson length (beginning, middle and end) <ul style="list-style-type: none"> • 45 minute minimum for observation • Student Learning Objective - Additional Dimension |
| <ul style="list-style-type: none"> • Post conference within 10 business days (feedback) |
| <ul style="list-style-type: none"> • Pre-conferences will take place for all announced observations • End of Year Conference of Student Learning Objective will be reviewed and configured as the 17th Dimension |

Less-Than Annual Appraisals - *UPDATED*

Clint ISD became a Teacher Incentive Allotment District during the 2020-2021 school district. Officials from TEA notified the District that in order to be a part of the Teacher Incentive Allotment (TIA) process, all teachers must have a T-TESS observation. This includes TIA candidates and teachers who are not participating in the TIA program. Therefore, Clint ISD will be having all teachers complete the T-TESS observation during the 2020-2021 school year.

Teacher Response and Appeals

Policy DNA (Local) and DNA (Regulation) outline the process to submit a written response or rebuttal during the T-TESS process.

Specifically a teacher may submit a *written* response or rebuttal at the following times:

- After receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; and/or
- After receiving a written summative annual appraisal report. §150.1005(a)

Any written response or rebuttal must be submitted within ten (10) working days of receiving a written observation summary, a written end of year annual report, or any other documentation associated with the teacher's appraisal. At the discretion of the appraiser, the time period may be extended to 15 working days. §150.1005 (b).

Requesting a Second Appraisal

A teacher may request a **second appraisal** by another appraiser at the following times:

- a. for Domains I, II, and III, as identified in §150.1002(a), after receiving a written observation summary with which the teacher disagrees; and/or
- b. for Domain IV, as identified in §150.1002(a), after receiving a written end of the year annual appraisal report with which the teacher disagrees.

Within ten (10) working days of receiving a written observation summary or written end of year appraisal report, the teacher shall electronically submit the online second appraisal request form located on the Human Resources website. This request is to include the name of the campus and name of the teacher's appraiser along with the date of receipt of the written observation summary or written summative annual appraisal report.

Within 24 hours of receipt, the Human Resources Department will confer with the Superintendent or his Designee to assign the Second Appraiser. The Second Appraiser will be a certified T-TESS administrator approved by the Board of Trustees. The selected Second Appraiser will be immediately provided to the teacher and the appraiser. The Second Appraiser will be knowledgeable in the content area and will follow all of the protocols for the second appraisal.

The second appraiser shall make observations and walk-throughs as necessary to evaluate Domains I through III. The second appraiser shall use cumulative data from the first appraisal to evaluate Domain VI. Cumulative data may also be used by the second appraiser to evaluate other domains. §150.1005 (j) The two appraisals will be averaged, each having equal weight.

Should the teacher desire written comments in response to the written summative annual appraisal report, said written request must be made of the appraiser within ten (10) working days of receipt of the report. The appraiser must respond within ten (10) working days of receipt of the request. A teacher desiring to present a grievance concerning his/her appraisal will utilize the procedure as outlined in Policy DGBA (Local) and DGBA (Regulation).

Any Teacher in the TIA Cohort C or D program, who requests a second appraisal, will have their second appraisal recorded.



Student Learning Objectives (SLO)

The SLO Process represents a continuous cycle of improvement embodied in strong teaching practice. Teachers and their appraisers will use SLOs to design strategies to meet their goals for student success, beginning with planning and leading to thoughtful instructional design and delivery. Throughout the year, teachers will collect evidence of student learning and adjust instruction accordingly. At the end of the cycle, teachers will reflect on outcomes and plan to refine their practice for the following year.

Teachers Hired After the School Start Date - **UPDATED**

All teachers, whether they have a formal T-TESS Observation or not, will complete the SLO process. Teachers will select one section of subject area for the SLO. The teacher will use the approved data sources listed below to show growth and reflect on instructional practices that support student learning and T-TESS goals. If a teacher is hired mid-year and prior to January 31, the teacher will complete and SLO. Any teacher, hired after January 31, will have their SLO waived for the year. Teachers who do not complete the SLO process may not participate in the TIA program.

The district will continue to utilize T-TESS as the teacher appraisal instrument. Data provided from district and campus local assessments will continue to be utilized following the current district assessment model. Clint ISD administration has determined that the SLO will be a 17th Dimension of the T-TESS rating system. The SLO Rubric will be followed for all teachers.

Assessments: **UPDATED**

The teacher will work with their campus administrator to collaboratively develop data sources that support T-TESS goals using Student Learning Objectives; which are goals set by the teacher to drive instruction and support best practices.

The goal of every teacher in Clint ISD is to show progress for all students, utilizing data to drive instruction, differentiate the curriculum, and provide the appropriate intervention. The use of the Student Learning Objectives will be supported through data artifacts approved by the District Advisory Committee and the campus administration. As part of the TIA process, specific assessments are assigned to content areas and grade levels. TIA teachers will use these assessments as part of their TIA requirements. A list of the TIA assessments can be found in the TIA manual located on the website.

A list of suggested data sources are listed below:

Elementary Data Sources:

- District Assessments, 3,6, 9 week assessments
- Dreambox Assessments
- District Adopted Reading Inventories:
- Campus Based Formative Assessments
- State Assessments
- Campus Wide Initiatives
 - Kagan Strategies, Talk Read Talk Write, PBIS, Balanced Literacy

Middle and High School Data Sources:

| <i>Assessment</i> | <i>Core Tested</i> | <i>Core Non Tested</i> | <i>Non-Core</i> |
|--|---------------------------|-------------------------------|------------------------|
| Portfolios (Teacher and Student) | X | X | X |
| Pre/Post Tests | X | X | X |
| Unit Assessments | X | X | X |
| AVID Binders | X | X | X |
| Campus Selected Standardized Measures | X | X | X |
| TSI Passing Rates/Growth Measures | X | | |
| AP Exam Passing Rates | X | X | X |
| Dual Credit Completion Rates | X | X | X |
| End-of-Course Scores | X | X* | X* |
| Project Based Learning Activities | X | X | X |
| TELPAS Scores | X | X | X |
| Documentation of Cross-Curricular Collaboration* | X | X | X |

Other Assessment Data Sources:

- RTI Screeners
- JROTC Certifications
- CTE Industry Certifications
- Competitions Participation – UIL Events, Fine Art Events, JROTC Events
- Hands-On Application Assessments
- TIA program specific assessments.

T-TESS Frequently Asked Questions

- 1. Who will the District choose to conduct classroom observations on each campus?**
District and Campus administrators who are trained in T-TESS will conduct classroom observations.
- 2. How many formal observations shall be conducted each year?**
One formal observation shall be conducted for the 2021-2022 school year with unlimited walkthroughs.
- 3. Will the observation be announced (scheduled) or unannounced (not-scheduled) or a combination of both?**
The observation will be announced (scheduled).
- 4. Will this number be the same for both beginning and veteran teachers?**
Yes, one formal observation with unlimited walkthroughs will be the same for both beginning and veteran teachers.
- 5. Will this number be the same for core and non-core subject area teachers?**
Yes, one formal observation with unlimited walkthroughs will be the same for both core and non-core subject area teachers.
- 6. How will the District provide T-TESS orientation for teachers who are hired after the academic year begins?**
The District will provide one day of orientation for New Teacher Hires as scheduled by the Human Resources Department or the Mentor Coordinators. Campus administration can also conduct the T-TESS orientation as needed.
- 7. Will walkthroughs be conducted for the purpose of feedback only, or will the data be included in overall scoring?**
Walkthroughs are inclusive of the overall scoring for the end of year score.
- 8. Are pre-conferences a required component of T-TESS for Clint ISD?**
Yes, pre-conferences are a required component of the T-TESS cycle.
- 9. Does the beginning of the year teacher self-assessment and goal setting require a face-to-face conference with the administrator?**
Yes, teachers and appraisers work collaboratively to complete the requirement.
- 10. Since pre-conferences are required, what will the teacher and appraiser do in preparation? What artifacts will be expected?**
Being that pre-conferences are required, the teacher and appraiser may have a checklist of artifacts to have prepared such as lesson plans, student expectations and/or a daily schedule.
- 11. Will teachers be expected to conduct a self-assessment (self-scoring on the rubric) following the lesson observation?**
No, teachers will not be expected to conduct a self-assessment following the lesson observation.

T-TESS Frequently Asked Questions Continued

- 12. What guidelines will be put in place to ensure post-conferences are conducted in a timely manner? What will the time parameters be for completion of the face-to-face post-conference?**

Post conferences are required for ALL formal classroom observations and must be conducted within 10 business days from the date of observation (see Clint ISD T-TESS Calendar).

- 13. If a teacher has a question or concern about an observation score or process, what guidelines are in place to afford due process?**

If a teacher has a question or concern about an observation score or process, the teacher may rebut or request a second appraisal.

- 14. If a teacher has T-TESS dimensions scored as Improvement Needed, what local measures will be put in place to guide professional growth and improvement?**

Campus administration will provide and put a support system in place to assist the educator in the area(s) of deficiency. Remember the SLO will become the 17th Dimension for the process.

- 15. How will the District document the T-TESS process?**

The District will document through online forms and the T-TESS calendar.

- 16. What will appraisers archive, in addition to the end of year observation summary, each year to document T-TESS performance?**

The appraisers will archive goal setting and walkthroughs.

- 17. Who will be responsible for monitoring proper and timely data entry and reporting of T-TESS appraisal data?**

The department of Human Resources and the Curriculum and Instruction Department will monitor proper and timely data entry reporting of the T-TESS appraisal data.

- 18. Will the District use the state-provided data management system for T-TESS?**

The District will use Eduphoria as the data management system for T-TESS.

- 19. How will T-TESS observation data and summary reports be used systematically to inform professional development?**

Campus administration will provide professional development opportunities in response to data gathered from T-TESS observation and summary report. T-TESS reports will also be used for the TIA program.

- 20. Will TIA Cohort C and D teachers require additional criteria in order to be eligible for designations?**

The TIA will require applicants to score at Distinguished, Accomplished and Proficient on certain dimensions of Domains 2 and 3. The District's TIA website has a rubric for Domains 2 and 3 which details the dimensions teachers need to achieve. All Domains will require at least proficient for the TIA designations.

**Walk-throughs and instructional rounds will continue as a means of monitoring instruction and gathering data to ensure district administration provides educators with timely feedback regarding instructional activities, student understanding, and educator growth.*



CLINT Independent School District

2021-2022 Appraisal Calendar

Timeline (19 TAC 150)

- The appraisal period for each teacher includes all of the days of a teacher's contract.
- Observations during the appraisal period shall be conducted during the required days of instruction for students during one school year.

T-TESS Orientation

Teachers who are new to the district, in their first year of appraisal under T-TESS, or when policy regarding appraisal has changed since the last time the teacher was provided with an orientation must complete the T-TESS Orientation no later than the final day of the first three weeks of instruction (August 3, 2021).

Goal Setting and Professional Development Plan

- For teachers who are new to the district or are in their first year of appraisal under T-TESS:
 - Goal Setting and Professional Development Plan Conference with appraiser must take place prior to submitting plan to appraiser;
 - Plan must be submitted to appraiser within the first six weeks from the date of completion of the T-TESS Orientation.
- For teachers who are not new to the district or who are not in their first year of appraisal under T-TESS:
 - Initially drafted in conjunction with the previous year's End-of-Year Conference;
 - Revised as needed;
 - Submitted to appraiser within the first six weeks of instruction (September 3, 2021).
- Maintained by teacher throughout the school year.
- Submitted to appraiser prior to End-of-Year Conference.

Pre-Conference

- After a teacher's first year of appraisal under T-TESS within the district, a pre-conference must be conducted with the appraiser prior to the observation.

Non-Observation Days

Observations are excluded during the two weeks following the date of completion of the T-TESS Orientation in school years when an orientation is required.

Post-Conference

Post-Conference must be conducted within 10 working days after the completion of an observation.

Written Summary

A written summary of the observation is provided to the teacher within 10 working days.

End-of-Year Conference

The End-of-Year Conference Period ends no later than 15 working days before the last day of instruction for students (May 10, 2022).

Summative Annual Report

A copy of the Summative Annual Report must be provided to the teacher within 10 working days of the conclusion of the End-of-Year Conference, and at least 15 working days before the last day of instruction for students (May 10, 2022).

| July '21 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| August '21 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| September '21 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| October '21 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| November '21 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| December '21 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| January '22 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| February '22 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

| March '22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| April '22 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| May '22 | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| June '22 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Important Dates

August 3, 2021: Deadline for completion of T-TESS Orientation for teachers who require orientation and who were hired prior to the first day of instruction for students

September 3, 2021: Deadline to submit initial Goal Setting and Professional Development Plan to appraiser

May 10, 2022: Last day for all End-of-Year Conferences to be completed

May 10, 2022: Last day for all Summative Annual Reports to be provided to teachers

- Non-Observation Days
- Holidays
- End of Year Conference
- State Assessment Days

The Clint Independent School District (District) is an equal opportunity educational provider and employer does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in educational programs or activities that it operates or in employment matters. The District is required by Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, as amended; Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as well as Board policy not to discriminate in such a manner. For information about Title IX rights or Section 504/ADA rights, contact the Title IX Coordinator or the Section 504/ADA coordinator at 14521 Horizon Boulevard, El Paso, TX 79928. (915)926-4000



Clint ISD 2021 – 2022

Student Learning Objective (SLO) Timeline

| SLO ACTIVITY | | DATE RANGE | TASKS AND DEADLINES |
|-------------------------|---------------------|--|---|
| PHASE 1 – CREATE AN SLO | DEVELOP STEP 1 | July 19 - July 23 <i>During Scheduled Campus PD</i> | <u>Step 1 – What is the focus for my SLO?</u> <ul style="list-style-type: none"> Teachers review historical data & select focus of their SLO. Teachers identify the content area of focus, skill focus, determine what led to the skill and focus, and identify the TEKS correlated to skills. Teachers complete Step 1 documentation during grade level, PLC, or department meetings. After filling in Step 1, teachers click Submit to Appraiser in Eduphoria: STRIVE for feedback and possible revision. |
| | FEEDBACK & REVISION | July 26 – August 13 | <ul style="list-style-type: none"> Campus SLO Review Team will review submitted Step 1 forms. Appraiser provides feedback through Eduphoria: STRIVE Messages on Step 1. |
| | DEVELOP STEP 2 & 3 | August 16 – August 27 | <u>Step 2 – What do I think my students will be able to do?</u> <ul style="list-style-type: none"> Teachers develop Initial Skill Profile (ISP) descriptors during grade level, PLC, or department meetings. After getting to know students and completing formative assessments during the first 3-4 weeks of school, teachers will determine how many students fall within each of the descriptor levels. Teachers will complete Step 2 on the SLO Form and click SAVE after completing the ISP section. <u>Step 3 – What are my expectations for these students?</u> <ul style="list-style-type: none"> Teachers develop Targeted Student Skills Profile (TSP) during grade level, PLC, or department meetings. The TSP describes what you expect of students at the end of the year and how far they can grow after a year of your instruction. Teachers will complete Step 3 on the SLO Form and click SAVE after completing the TSP section. <u>Student Growth Tracker</u> <ul style="list-style-type: none"> During Step 2 and Step 3, teacher fills out first three columns on the Student Growth Tracker to identify student profile levels and goals. Teacher will maintain a paper copy of the Student Growth Tracker. |
| | FEEDBACK & REVISION | August 30 – September 10 | <ul style="list-style-type: none"> Campus SLO Review Team will review submitted Step 2-3 on the SLO form. Appraiser provides feedback through Eduphoria: STRIVE Messages on Step 2-3. |



| SLO ACTIVITY | | DATE RANGE | TASKS AND DEADLINES | | | | | | |
|---|---------------------------------------|-----------------------------------|---|------------|------------|------------|-------------|----------------|-----------------|
| PHASE 1 – CREATE AN SLO | DEVELOP STEP 4 & FINAL APPROVAL | September 13 – September 20 | <u>Step 4 – How will I guide these students toward growth?</u> <ul style="list-style-type: none">Teachers will complete to Step 4 questions on the SLO form and click SAVE after completing the section.Campus administrators will schedule SLO Review & Approval meetings.If necessary, teachers will revise the SLO.Appraisers must approve entire SLO form during a meeting and teacher will electronically sign within Eduphoria: STRIVE. | | | | | | |
| | IMPLEMENTATION | September 21 – April 8 | <ul style="list-style-type: none">Phase 2 encompasses a teaching loop of continual planning, teaching, assessing, analyzing, and adjusting through ongoing dialogue. | | | | | | |
| PHASE 2 – MONITOR PROGRESS TO DRIVE INSTRUCTION | PROGRESS CHECK-INS | November, January, and March | <ul style="list-style-type: none">Teachers will review and document student progress on the student growth tracker prior to each progress check-in with the Campus SLO Review Team.<table><tr><th>Check-In 1</th><th>Check-In 2</th><th>Check-In 3</th></tr><tr><td>Oct 25 - 29</td><td>Jan 4 – Jan 14</td><td>Mar 21 – Mar 31</td></tr></table>Appraisers will complete SLO Check-In Document within Eduphoria: STRIVE to document progress at each check-in period. | Check-In 1 | Check-In 2 | Check-In 3 | Oct 25 - 29 | Jan 4 – Jan 14 | Mar 21 – Mar 31 |
| | Check-In 1 | Check-In 2 | Check-In 3 | | | | | | |
| Oct 25 - 29 | Jan 4 – Jan 14 | Mar 21 – Mar 31 | | | | | | | |
| PHASE 3 – EVALUATE SUCCESS AND REFLECT | RESULTS ANALYSIS BY TEACHER | April 11-Scheduled EOY Conference | <ul style="list-style-type: none">Teachers will determine student’s overall progress throughout the year by completing the EOY Targeted Students Skill Profile Level (Student Growth Tracker). <p><i>*If summative conference occurred before April 6, a separate meeting will be held to review SLO.</i></p> | | | | | | |
| | FINAL RESULTS ANALYSIS WITH APPRAISER | Prior to May 2, 2022 | <ul style="list-style-type: none">Meet with appraiser to discuss student progress and teacher practice throughout the course in order to prepare for the following year (this may be done in conjunction with the T-TESS Summative).Appraiser will review SLO outcomes and reflections with teacher using the SLO Rating Rubric. | | | | | | |

| JULY | | | | | | | AUGUST | | | | | | | SEPTEMBER | | | | | | | OCTOBER | | | | | | | NOVEMBER | | | | | | | DECEMBER | | | | | | | | |
|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|---------|----|----|----|----|----|----|----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|--|--|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | | | | | | | |
| | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | 4 | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | 26 | 27 | 28 | 29 | 30 | 31 | | | | |
| | | | | | | | | | | | | | | | | | | | | | 31 | | | | | | | | | | | | | | | | | | | | | | |
| JANUARY | | | | | | | FEBRUARY | | | | | | | MARCH | | | | | | | APRIL | | | | | | | MAY | | | | | | | JUNE | | | | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | |
| | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 | | | 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | | | | | | 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | 26 | 27 | 28 | 29 | 30 | | | | | |
| 30 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |