



## Implementation Calendar for 2022-2023

This calendar represents Lindale ISD’s local designation system implementation plan and incorporates the use of pre-test/post-tests and portfolios. It also includes key steps for each month and serves as an “at a glance” overview of required actions and best practices throughout the school year to prepare districts for a successful data submission and validation process in the fall of 2023.

### August/September

Teacher Observation Component	Student Growth Component
Review your weighting tab and eligible teachers tab and identify all teachers in eligible teaching assignments Determine policies and procedures for teachers that are in multiple assignments, teachers hired after the start of school, etc.	
Review the TIA Data Submission Fields planner and identify the system, owner, and timeline for each data element	
Train appraisers and necessary personnel on what data to report, when to report the data, and how to use the data management system(s)	
Conduct initial appraisal related training <ul style="list-style-type: none"> <li>● Initial appraiser certification</li> <li>● Recertification of appraisers at least every three years</li> <li>● Annual appraisal training for teachers</li> </ul>	Conduct initial training for teachers and appraisers on all student growth measures pre/post test ECC-12 and portfolios for Life Skills
Identify dates to <ul style="list-style-type: none"> <li>● Facilitate calibration sessions within and among appraisers at least annually</li> <li>● Review teacher observation trends at least quarterly</li> <li>● Review teacher observation and student growth correlation at least annually</li> </ul>	For teaching assignments using pre-test/post-tests <ul style="list-style-type: none"> <li>● Share with teachers the dates for administration of the pre-test and the dates by when they will have results, including the expected growth targets for each student, based on the test</li> <li>● Communicate to school leaders the process for sharing expected growth targets, and guidance on how to share with teachers and parents</li> <li>● Review assessments to be used for validity and reliability</li> </ul>
Create year-long observation schedule to ensure each teacher receives <ul style="list-style-type: none"> <li>● One full scored observation</li> <li>● One scored walkthrough</li> <li>● One unscored walkthrough</li> </ul>	For teaching assignments using portfolios <ul style="list-style-type: none"> <li>● Share with teachers the dates for completion of the portfolio skill progression rubric</li> <li>● Determine which class/classes of students will be included in the portfolio (can be all students or a representative subset of students)</li> </ul>

	<ul style="list-style-type: none"> <li>Review the process for using student work from the beginning of the year to assess where each student's baseline falls on the skill progression rubric</li> <li>Review with teachers the process to determine expected growth targets for students based on their beginning of year skill level on the skill progression rubric</li> <li>Conduct Portfolio Scorer calibration session</li> </ul>
<p>Identify a variety of calibration activities for the year</p> <ul style="list-style-type: none"> <li>Co-Observations</li> <li>Single dimension walkthroughs</li> <li>Student Actions vs Teacher Actions Co-Observation</li> <li>Campus walkthroughs</li> <li>Professional learning for hard-to-rate classes and quality evidence collection</li> <li>Video calibrations</li> <li>Calibration data analysis</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Administer pre-test in the first 10 days</li> <li>Ensure pre-test make-ups upon enrollment or as soon as possible if students were absent on test day</li> <li>Collect pre-test materials</li> <li>Spot check rosters and data for accuracy and validity</li> <li>Begin pulling and organizing pre-test data points</li> </ul>
<p>Conduct calibration</p> <ul style="list-style-type: none"> <li>All appraisers and district leadership complete a calibration activity focused on quality evidence collection and scoring</li> </ul>	
<p>Communicate with all eligible teachers how their effectiveness will be measured</p> <ul style="list-style-type: none"> <li>That all teachers in eligible teaching assignments must have an appraisal during the data capture year</li> <li>How the district will determine the observation score used for data submission</li> <li>How the district will determine student growth percentages used for data submission</li> <li>What is required for a designation including other optional components, your district's weighting system, and your district's performance standards</li> </ul> <p>Ensure district website is up to date with new documents regarding LIFT; attend any relevant offered webinars regarding data capture and amendment</p>	

## October

Teacher Observation Component	Student Growth Component
<p>When 22-23 teaching assignments have been finalized, begin to populate the eligible teacher information data fields</p> <p>Ensure district website is up to date with new documents regarding LIFT</p>	
<p>Informal walkthroughs/conferences/check-ins to establish baseline and rapport</p> <p>Execute observation schedule</p> <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>Explore and analyze which method could best be used to calculate expected growth measures</li> <li>Collect stakeholder feedback on growth measure options</li> <li>Communicate chosen method to teachers</li> <li>After October snapshot, pull final roster validation</li> <li>Spot check for teacher rosters and student data point accuracy and validity</li> </ul>

	<ul style="list-style-type: none"> <li>● Create data spreadsheets with individual rosters, expected growth calculation coding, and expected growth target for each eligible teacher</li> <li>● Distribute roster spreadsheets with expected growth targets to teachers</li> </ul>
<p>Data collection milestone</p> <ul style="list-style-type: none"> <li>● Principals ensure DMAC contains required observation data, once collected</li> <li>● Identify and support appraisers in completing scheduled observations</li> </ul> <p>Conduct calibration</p> <ul style="list-style-type: none"> <li>● All appraisers and district leadership complete campus level calibration activity</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>● Approve Portfolio Skill Progression Rubrics</li> <li>● Collect stakeholder feedback on growth measure options</li> <li>● Determine expected growth targets</li> <li>● Communicate expected growth targets</li> </ul> <p>Data collection milestone</p> <ul style="list-style-type: none"> <li>● Review student work collected to assess where each student's entering skill level falls on the skill progression rubric</li> <li>● Review with teachers the process to determine expected growth targets for students based on their beginning of year skill level on the skill progression rubric</li> <li>● Conduct Portfolio Scorer calibration session</li> <li>● Provide portfolio PD if needed</li> </ul>
<p>Wave 2 Application Amendment</p> <ul style="list-style-type: none"> <li>● Begin creating stakeholder feedback forms and surveys</li> <li>● Begin organization and listing of course codes and eligibility</li> <li>● Continue attending relevant webinars</li> </ul>	

## November

Teacher Observation Component	Student Growth Component
<p>Execute observation schedule</p> <ul style="list-style-type: none"> <li>● Appraisers conduct teacher observations according to the year-long schedule and record in DMAC</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>● Create data spreadsheets with individual rosters, expected growth calculation coding, and expected growth target for each eligible teacher</li> <li>● Distribute roster spreadsheets with expected growth targets to teachers</li> <li>● Begin discussing/establishing post-test windows</li> <li>● Begin creating post-test security protocols and proctoring checklists</li> <li>● Send updated data information to UT Tyler statistician for cost quoting</li> </ul>
<p>Beginning of year conference</p> <ul style="list-style-type: none"> <li>● Appraisers conduct conferences with teachers, formally or informally</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>● Ensure teachers are collecting student artifacts for portfolios</li> <li>● Spot check some teachers' artifact collection for student portfolios to ensure the artifacts being collected align to the skill focus of the portfolio and to the skill progression rubric</li> </ul>

<p>Data analysis - campus and district leaders</p> <ul style="list-style-type: none"> <li>● Review observation data by campus, subject, grade and appraiser</li> <li>● Identify skew in observation data</li> <li>● Determine root cause and develop a plan to address skew</li> </ul>	
<p>Conduct calibration</p> <ul style="list-style-type: none"> <li>● Campus appraiser teams complete calibration activity</li> </ul>	
<p>Data collection milestone</p> <ul style="list-style-type: none"> <li>● Principals ensure DMAC contains required observation data</li> <li>● Identify and support appraisers in completing scheduled observations</li> </ul>	
<p>Wave 2 Application Amendment</p> <ul style="list-style-type: none"> <li>● Send out stakeholder feedback forms and surveys</li> <li>● Offer informational sessions for stakeholder feedback regarding allotment disbursement breakdown and weighting</li> <li>● Offer informational sessions for stakeholder feedback regarding potential student growth methods for newly eligible teacher groups</li> <li>● Gather and analyze feedback data and trends to make decisions for application submission components</li> <li>● Continue attending relevant webinars</li> <li>● Ensure district website is up to date with new documents regarding LIFT</li> </ul>	

## December

<b>Teacher Observation Component</b>	<b>Student Growth Component</b>
<p>Execute observation schedule</p> <ul style="list-style-type: none"> <li>● Appraisers conduct teacher observations according to the year-long schedule and record in DMAC</li> </ul>	<p>For teaching assignments using pre-test/post-tests</p> <ul style="list-style-type: none"> <li>● Establish post-test windows - administer post test for semester long courses</li> <li>● Communicate post-test windows to eligible teachers</li> <li>● Continue creating post-test security protocols and proctoring checklists</li> <li>● Establish protocol and support for Wave 2 pre/post test creation</li> <li>● Begin organizing creation schedules with content specialists and campus leads</li> </ul>
<p>Middle of year campus walkthroughs</p> <ul style="list-style-type: none"> <li>● Complete walkthroughs and observations per TTESS calendar scheduling</li> </ul>	<p>For teaching assignments using portfolios</p> <ul style="list-style-type: none"> <li>● Monitor any end of semester work products/projects that need to be included in the student portfolios</li> <li>● Begin communication and training planning for Wave 2 eligible teachers who will be utilizing portfolios as their growth measure</li> </ul>
<p>Data collection milestone</p> <ul style="list-style-type: none"> <li>● DMAC contains up to date data on conducted walkthroughs and observations</li> </ul>	

## January

Teacher Observation Component	Student Growth Component
Execute observation schedule <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC</li> </ul>	For teaching assignments using pre-test/post-tests <ul style="list-style-type: none"> <li>Administer mid-year assessments for 3<sup>rd</sup> party assessments that have a mid-year test</li> <li>Administer pre-test for semester long courses within the first 2 weeks</li> <li>Begin preparation and communication for post-test administration - ensure all documentation is created</li> </ul>
Data analysis - campus and district leaders: <ul style="list-style-type: none"> <li>Review <b>observation data</b> by campus, subject, grade and appraiser</li> <li>Review teacher observation and student growth <b>correlation data</b></li> <li>Identify skew in data</li> <li>Determine root cause and develop a plan to address skew</li> </ul>	For teaching assignments using portfolios <ul style="list-style-type: none"> <li>Teachers review student progress towards meeting expected growth targets by the end of the year</li> <li>Portfolio Rater(s)/Appraiser conducts a security review of Portfolios</li> </ul>
Conduct calibration <ul style="list-style-type: none"> <li>Campus appraiser teams conduct a single-dimension calibration</li> </ul>	
Wave 2 Application Amendment <ul style="list-style-type: none"> <li>Begin adjustments and edits of district spending plan to incorporate Wave 2</li> <li>Begin planning for the monitoring of designated teacher movement</li> <li>First complete draft of application amendment sent to Reg 7 for feedback</li> </ul>	

## February/March

Teacher Observation Component	Student Growth Component
Execute observation schedule <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC</li> </ul>	For teaching assignments using pre-test/post-tests <ul style="list-style-type: none"> <li>Progress monitoring in preparation for end of year post-test</li> <li>Finalize post-test windows</li> <li>Provide test security protocol training and information</li> </ul>
Data collection milestone <ul style="list-style-type: none"> <li>Principal supervisors ensure DMAC contains up to date data for walkthroughs and observations</li> <li>Identify and support appraisers in completing scheduled observations</li> </ul> Data analysis campus and district leaders <ul style="list-style-type: none"> <li>Review observation data by campus, subject, grade and appraiser</li> <li>Identify skew in observation data</li> <li>Determine root cause and develop a plan to address skew</li> </ul>	For teaching assignments using portfolios <ul style="list-style-type: none"> <li>Ensure all teachers have a body of evidence for their respective group of students included in the portfolio and on track to meet the required number set by the district by EOY</li> </ul>

## April

Teacher Observation Component	Student Growth Component
Execute observation schedule <ul style="list-style-type: none"> <li>Appraisers conduct teacher observations according to the year-long schedule and record in DMAC</li> </ul>	For teaching assignments using pre-test/post-tests <ul style="list-style-type: none"> <li>Begin EOY testing, as applicable</li> <li>Begin pulling post test data</li> <li>Begin combining and organize post test data in pre-coded growth measure spreadsheets to determine growth percentages</li> <li>As post-testing is complete, organize all paper materials as needed</li> <li>Ensure an organized and clear schedule for creating Wave 2 pre-tests</li> </ul>
Data collection milestone <ul style="list-style-type: none"> <li>Principal supervisors ensure DMAC contains all up to date walkthrough and observation data</li> <li>Identify and support appraisers in completing scheduled observations</li> </ul>	For teaching assignments using portfolios <ul style="list-style-type: none"> <li>Teachers review student progress towards meeting expected growth targets by the end of the year</li> <li>Portfolio Rater(s)/Appraiser conducts a security review of portfolios</li> <li>Continue collecting and organizing growth percentages with teacher rosters for data submission</li> </ul>
Wave 2 Application Amendment <ul style="list-style-type: none"> <li>Finalize application amendment</li> <li>Review and submit application amendment to TEA</li> </ul>	

## May

Teacher Observation Component	Student Growth Component
Execute observation schedule <ul style="list-style-type: none"> <li>Appraisers conduct final teacher observations according to the year-long schedule and record in DMAC</li> </ul>	For teaching assignments using pre-test/post-tests <ul style="list-style-type: none"> <li>Complete all end of year testing within the last 12 weeks</li> <li>For tests with scores available by end of this month, determine the percent of a teacher's students who met or exceeded their expected growth target based on the post-test</li> </ul>
Data collection milestone <ul style="list-style-type: none"> <li>Collect all required TTESS data from DMAC to begin simulations of TTU data validation checks</li> </ul>	For teaching assignments using portfolios <ul style="list-style-type: none"> <li>Finalize all student artifacts included in the portfolio</li> <li>Train portfolio scoring team and norm on ratings</li> <li>Evaluate all student portfolios using the Skill Progression Rubric to determine the EOY skill level for each student</li> <li>Determine the percent of a teacher's students who met or exceeded their expected growth based on the Targeted Skill Profile</li> </ul>
End of year conference <ul style="list-style-type: none"> <li>Appraisers meet with individual teachers and discuss observation scores, general strengths, areas for growth, student growth goals and other professional goals</li> </ul>	Data validation checks <ul style="list-style-type: none"> <li>Send all preliminary drafts of both TTESS and student growth data to UT Tyler statistician for analysis, review, and feedback</li> <li>Begin writing the data submission narrative to accompany district data for data submission</li> </ul>

	<ul style="list-style-type: none"> <li>● Gather feedback and all pieces of data capture implementation from participating stakeholders to add to district narrative</li> </ul>
Schedule appraisal related training for Fall <ul style="list-style-type: none"> <li>● Initial appraisal training</li> <li>● Recertification training</li> <li>● Annual appraisal training for teachers</li> </ul>	

## Summer/Early Fall

Teacher Observation Component	Student Growth Component
Data analysis campus and district leaders <ul style="list-style-type: none"> <li>● Review yearlong <b>observation data</b> by campus, subject, grade and appraiser</li> <li>● Review end of year teacher observation and student growth <b>correlation data</b></li> <li>● Identify skew in data</li> <li>● Determine root cause of any skew in teacher observation data and/or any lack of correlation in the comparison of teacher observation data to student growth data</li> </ul> Develop a plan to address any areas of skew/ lack of correlation in the upcoming school year	
Finalize teacher effectiveness data for all teachers in eligible teaching assignments <ul style="list-style-type: none"> <li>● Final observation score used for data submission (only include observable dimensions)</li> <li>● Final percent of students who met or exceeded their expected growth</li> </ul>	
Other <ul style="list-style-type: none"> <li>● Utilize finalized teacher effectiveness data and complete the eligible teacher designation information</li> <li>● Work with the UT Tyler statistician to tighten and improve data submission</li> <li>● Finalize the data submission narrative to accompany district data for data submission</li> <li>● Adjust Wave 2 application amendment as applicable once feedback is received from TEA</li> <li>● Finalize data submission document and submit to TEA</li> <li>● Ensure creation of Wave 2 growth measures across the summer</li> <li>● Plan Q&amp;A/Informational in person sessions for LIFT/TIA across the summer and/or within back to school plans and PD</li> <li>● Finalize all updated LIFT documents to include district wide eligibility</li> <li>● Begin planning for data capture year 2</li> <li>● Begin working with HR/Business team to organize transfer of designation management and tracking</li> </ul>	