Building a Better Teacher Appraisal and Development System: Overview of a Collaborative, Transparent Design Process

Collaboration and transparency were top priorities in designing the new system. Teachers, principals, and other key stakeholders led the design effort, and HISD actively sought feedback from the entire community throughout the process. The final proposal reflects input from more than 2,600 teachers, 500 school administrators, 500 parents, and 600 community members—unprecedented numbers for such a major initiative.

Design Process (September 2010 through March 2011)

- More than 250 school-based Shared Decision Making Committees (SDMCs) developed four rounds of recommendations on the criteria and process for the new system. SDMCs include more than 1,100 teachers, 500 parents, 500 school administrators, and 700 community members.

- Working groups composed of teachers, school administrators, parents, and HISD staff met weekly to develop the rubrics and other tools that are part of the proposal.

- The District Advisory Committee met regularly to shape these recommendations into the final proposal.

- In February, HISD released a draft proposal for the new system and gathered feedback from thousands of community members, which SDMCs and the DAC considered and incorporated into their final round of recommendations.

Community Engagement

- HISD posted all materials from the design process on a dedicated website (www.hisdeffectiveteachers.org) that has logged more than 14,000 unique visits.

- HISD sent biweekly email updates on the process to all HISD teachers and principals.

- HISD read, logged, and responded to 1,100 questions and comments on the proposal submitted by e-mail and via a comment form on the website.

- HISD held three public meetings to gather feedback on the draft proposal.

- 2,655 teachers and 282 appraisers completed an online survey on the draft proposal.

- 40 teachers and 18 principals participated in focus groups to help shape specific aspects of the proposal. Participants signed up online and were selected on a first-come, first-served basis.

- The Instructional Practice Rubric was field tested in several schools to assess how well it applies to the instructional setting.