

Commissioner's Rule Review

Chapter 150, Subchapter BB, Administrator Appraisal							
Chap.	Ext.	Issue	Desired Change	Rationale	Focus Group Comments	TEC	Agency Response
150	1021	Commissioner-Recommended Administrator Appraisal Process: Performance Domains and Descriptors	No changes	No changes	No additional comments	21.354, 39.054	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.
150	1022	Commissioner-Recommended Administrator Appraisal Process: Procedures	No changes	No changes	No additional comments	21.354, 39.054	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.

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150	1021	Keep the current rule as is. The rule meets the enabling statutory requirement for the commissioner to adopt a recommended appraisal process and criteria on which to appraise the performance of administrators by identifying standards to be used in evaluating administrators as well as specifying how administrators are to be evaluated based on student performance.	No change.	Keeping the current rule as is provides standards and ensures consistency of application of the commissioner's recommended administrator appraisal process by school districts.	No additional comments	21.354, 39.054	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.

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150	1022	Section 150.1022(d) of the rule needs to be revised because it unnecessarily prohibits school districts from implementing a process for collecting anonymous staff input to evaluate administrators.	Section 150.1022(d) should be changed to allow school districts to collect ANONYMOUS staff input to evaluate administrators by deleting the second sentence so the section reads as follows: (d) Each school district may implement a process for collecting staff input for evaluating administrators.	Changing the rule will allow school districts to get a more complete picture of an administrator's performance by being able to collect valuable staff perspectives regarding the leadership skills of the administrator. It is important to note that employees must be able to candidly respond without fear of retaliation for having done so. Given the increasing strength of research identifying good leadership as a key determinant of the success of a school, it is also increasingly important that administrator evaluations be designed to focus on the agreed-upon skills that good leaders possess. As experts have started to coalesce around what those skills are, they agree that one of the key attributes of a successful school leader is developing a school culture and instructional program conducive to student learning and staff professional growth. Research [Continued]	ANONYMOUS staff - District want to collect anonymous input. Utilizing anonymous data for appraisal purpose. District choice. Freedom for districts to operate - intent of the law.	21.354, 39.054	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.

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<p>CONTINUED FROM RATIONALE: shows that school climate directly impacts many facets of education, including student performance, the level of violence, morale, and teacher retention, and that a chief means of assessing school climate is via anonymous organizational health surveys of staff and parents. See (Hoy, Smith, & Sweetland, 2002; see also Schmitt, 2006). (Specific research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Haynes & Comer, 1993). School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy & Welker, 2000) (cited in Examining School Climate: Defining Factors and Educational Influences, Center for Research on School Safety, School Climate and Classroom Management, Megan L. Marshall, http://education.gsu.edu/schoolsafety/download%20files/wp%202002%20school%20climate.pdf);</p> <p>(Inequitable Opportunities to Learn: The Distribution of Teacher Quality in Texas, Ed Fuller, PhD, Education Consultant, Research Specialist, University Council for Educational Administration, Department of Educational Administration, The University of Texas at Austin (2009) www.equitycenter.org/.../Ed%20Fuller.Inequitable%20Opportunities.012509.pdf).</p> <p>Use of staff survey data in administrator evaluations has become increasingly widespread; in a recent study of the top eight most widely-used principal evaluation systems in the country, at least three of them incorporate staff survey results as part of the evaluation. (see (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004) (cited in Measuring Principal Performance: How Rigorous Are Publicly Available Principal Performance Assessment Instruments?, Christopher Condon and Matthew Clifford, Learning Point Associates, December 2009, http://www.learningpt.org/pdfs/QLSBrief2.pdf).</p> <p>The current administration has even included the collection of staff survey data as a requirement for school districts in its Blueprint for Reform proposal for reauthorization of the Elementary and Secondary Education Act.</p> <p>Finally, the relevant enabling statute for the appraisal of administrators does not prohibit the collection of anonymous staff survey data for use in administrator evaluations.</p>							
150	1011	Keep the current rule as is. The rule serves the important function of identifying key components of mentoring programs, including qualifications, assignment and duties of mentor teachers.	No change.	Keeping the current rule as is helps ensure consistency and quality in mentoring programs implemented by school districts under this program.	No additional comments	21.458	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.

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150	1021	Keep the current rule as is. The rule serves the important function of providing critical definitions as well as procedures for documenting educators' years of services for purposes of salary and retirement entitlements.	No change.	Keeping the current rule as is helps ensure consistency in school district determinations regarding educator salaries as well as provides important procedures for maintaining and transferring service records.	No additional comments	21.402, 21.403, 21.4031	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.
150	1022 (c)	Evidence of training in appropriate personnel evaluation skills is ambiguous.	Define evidence and to whom it is provided.	Clarification.	No additional comments	21.402	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.

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150	1021 (a)(3)	Chapter 150 - Subchapter BB Central Office Administrator, 150.1021 (a) (3) Absent here is any reference to aligning school/district improvement efforts with the comprehensive needs assessment and fiscal/personnel resources: "School or organization improvement. The administrator promotes leadership in efforts to improve the school or organization through activities such as the following: collaborating in the development and articulation of a common (change "common" to "shared") vision of improvement; (add: developing the Comprehensive Needs Assessment aligned with fiscal and personnel resources;) encouraging appropriate risk-taking; and ensuring continuous renewal of curriculum, policies, and methods."	Chapter 150 - Subchapter BB Central Office Administrator, 150.1021 (a) (3) 1. Suggested revision: change "common" to shared" 2. Suggested addition: developing the Comprehensive Needs Assessment aligned with fiscal and personnel resources:	Chapter 150 - Subchapter BB Central Office Administrator, 150.1021 (a) (3) 1. Research-based professional literature reports that planning is a key to successful leadership. School/District improvement cannot occur without it. The literature emphasizes the value of participatory planning. The use of "shared vision" rather than "common vision" denotes more clearly the investment made by stakeholders toward improvement of the campus/district. 2. Recently, TEA has emphasized through Regional ESC workshops and presentations at state conferences intent to create a uniform standard for the planning process at the district and campus level. Making the recommended changes in 150.1021(a) (3) will align expected practice with policy.	No additional comments	21.354, 39.054	Based on the amount of feedback (various degrees of complication and dissimilar requests) received by school districts and organizations regarding 19 TAC Chapter 150. Commissioner's Rules Concerning Educator Appraisal, the agency has determined that an internal review process will require further time to hold additional stakeholder meetings in order to provide both the necessary and desired updates to this rule. Therefore this rule will not be addressed.