APPRAISAL HANDBOOK

for Teachers, Paraeducators, and Non-Teaching Professionals

CYPRESS FAIRBANKS
INDEPENDENT SCHOOL DISTRICT
LEARN • EMPOWER • ACHIEVE • DREAM

INTRODUCTION

One of the hallmarks of the Cypress-Fairbanks Independent School District is an ongoing commitment to the continued growth and development of its teachers, paraeducators, and non-teaching professionals. Because of this commitment, the district provides many opportunities throughout the year to support ongoing professional growth. A critical component of the continuous improvement process is the support provided by the collaborative relationship developed during the appraisal process between the individual being appraised and the appraiser.

Teacher Appraisal

The Cypress-Fairbanks Teacher Evaluation and Support System, CF-TESS, is the district's locally adopted appraisal process which establishes a system of support and evaluation for teachers. All educators have the responsibility of consistently holding themselves to a high standard in terms of ongoing development in their instructional practice. To support growth in practice, the CF-TESS rubric includes specific dimensions, descriptors and performance levels for appraising teachers. It is essential for administrators, teachers, teacher leaders, and other instructional staff to have a deep understanding of the CF-TESS rubric and how it describes teaching that leads to increased student performance.

Non-Teaching Professional and Paraeducator Appraisal

All staff members, professional and ancillary, should engage in an appraisal process annually with their supervisor leading to continued growth and development. To support a common understanding, an orientation to the appraisal process is provided for all employees, including the criteria upon which the annual appraisal will be based. All paraeducator and non-teaching professionals will, in collaboration with their supervisors, demonstrate their continued professional development through the annual goal-setting and end-of-year appraisal processes.

Common Framework

The purpose of this appraisal handbook is to provide a common framework regarding appraisal for all who serve our students: teachers, paraeducators, and non-teaching professionals. Processes, timelines and support documents are included to clarify appraisal procedures for both teaching and non-teaching roles. This handbook does not take the place of policies provided by the district in the Employee Handbook but serves to provide a thorough source of information concerning the appraisal process. Using this handbook as a springboard for campus conversations is key to creating both consistency and common understanding within appraiser teams and between the individuals being appraised and their appraisers.

*For the **CFISD Board Policy** regarding the performance appraisal of teachers see DNA (Legal) and DNA (Local).*

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*The District Professional Development Expectation (25/75) for teachers is detailed in Section 1.10 Alignment to Practice on page 44 of this handbook.

SECTION 1 – TEACHER APPRAISAL

1.1   The Appraisal Process for Teachers

Cypress-Fairbanks ISD has adopted a locally developed system for teacher appraisal as outlined in Texas Education Code (TEC), §21.352. The CF-TESS appraisal process includes:

- an orientation for all teachers new to the *Cypress-Fairbanks Teacher Evaluation and Support System (CF-TESS)*;
- an annual review for all (new and existing) teachers to be appraised shall be provided to share District policy regarding teacher appraisal and 19 Administrative Code, Chapter 150, Subchapter AA (Teacher Appraisal);
- a personal professional goal created in collaboration with the assigned appraiser, including completion by the teacher of the *Establish and Implement Personal Professional Goal*;
- a goal for student growth set by the teacher to help plan instruction and drive student learning throughout the year, including completion by the teacher of *Establish and Implement Goal for Student Growth*;
- multiple opportunities for classroom observations, both formal and/or informal, to be conducted by the assigned appraiser and other administrators;
- ongoing review and reflection of the *Personal Professional Goal and Goal for Student Growth*, including completion by the teacher of the *Monitor and Adjust Goals*;
- cumulative data collected by the appraiser regarding job-related teacher performance, in addition to formal/informal classroom observations;
- an opportunity to reflect and evaluate the personal professional goal and the goal for student growth prior to the end-of-year conference, including completion by the teacher of the *Reflect and Evaluate*;
- a personal professional goal drafted in collaboration with the assigned appraiser with a view to the following school year, including completion by the teacher of the *Personal Professional Goal Draft for the Next School Year*;
- an appraisal report and the *End-of-Year Conference Data form*, completed by the assigned appraiser; and
- an end-of-year conference to be held between the teacher and the assigned appraiser no later than 15 business days before the last day of instruction.

Beginning of Year

Teacher Orientation

Each campus will ensure that all teachers new to CFISD are provided with an orientation to the *Cypress-Fairbanks Teacher Evaluation and Support System (CF-TESS)* followed by ongoing support in understanding the rubric and its application. The orientation shall be provided no later than the final day of the first three weeks of school and at least three weeks before the first documented observation. The orientation shall include materials approved by the district. These materials shall include all state and local appraisal policies, the local appraisal timeline, and information on the expectations of Domain I - IV of the *CF-TESS*. Following the orientation, the teacher shall complete the *Verification of Orientation* in the online appraisal platform.

Annual Review

In addition, at least three weeks prior to the first observation, all (new and returning) teachers to be appraised shall be provided an annual review of District policy regarding teacher appraisal and 19 Administrative Code, Chapter 150, Subchapter AA (Teacher Appraisal). Following the annual review, the teacher shall complete the *Verification of Annual Review* in the online appraisal platform.

Campuses may hold other sessions sufficient in length to allow teachers to actively participate in discussions of CF-TESS specifics and to have their questions answered.

Phase 1: Establish and Implement Goals

During Phase 1 of the appraisal process, teachers will establish and implement a Personal Professional Goal, as well as a Goal for Student Growth. The Personal Professional Goal serves to support a teacher's own personal professional growth and improvement in instructional practices, while the Goal for Student Growth differs from the Personal Professional Goal in its focus on student outcomes. The Goal for Student Growth provides a meaningful framework to support student growth and instructional practice.

Personal Professional Goal

During the first marking period of school, or within nine weeks of employment, teachers will independently review both student and teacher data, including the connections to the CF-TESS Rubric domains, dimensions, and descriptors to determine an area of focus. Teachers will utilize this information to formulate a *personal professional goal* focused on improvement in instructional practice. The teacher also identifies specific types of professional development, including job-embedded structures and the types of support necessary to accomplish the goal. The documentation

for this process involves teacher completion of the *Establish and Implement Personal Professional Goal* activity in the online appraisal platform*.*

Goal for Student Growth

At the beginning of the course, teachers work with each other, their appraisers and other support staff to identify student needs, determine the content area focus skill, select a focus student group, draft their Goal for Student Growth, and create an instructional plan. During this phase, teachers will develop and articulate a clear vision of success and strategies to be used to achieve the goal for student growth. The documentation for this process involves teacher completion of the *Establish and Implement Goal for Student Growth* activity in the online appraisal platform.

Goal-Setting Conference

As a final step in this process, the teacher and appraiser will schedule a face-to-face *Goal-Setting Conference* to review the Personal Professional Goal as well as the Goal for Student Growth. Together, the teacher and appraiser will discuss each goal to determine any needed adjustments, identify the types of support needed from the appraiser, outline milestones that will help the teacher know that the PPG and GSG are on track, and determine the specific types of evidence that will be collected to demonstrate progress/mastery toward each goal. The documentation for this process involves the teacher and appraiser acknowledgement of the *Goal-Setting Conference* in the online appraisal platform.

Ongoing

It is important that administrators, support staff, and teachers share conversations concerning the instructional program and strategies for meeting the needs of individual students. One of the most effective tools for gathering data for these conversations is a formal or informal classroom observation. Observations should not be conducted on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district board of trustees.

Formal Observations

The formal observation process provides a structure through which the appraiser and teacher can discuss the specific needs of students in the Pre-Observation Conference. It also allows the appraiser the opportunity to gather lesson evidence from a scheduled visit using Domains I-III of the CF-TESS rubric and to provide feedback through a formative appraisal report and a post-observation conference.

Details regarding Formal Observations are outlined in Section 1.2 of this document.

Informal Observations

Classroom walk-throughs are short, unannounced visits that focus on curriculum and instruction. They may occur at any time and may result in written or verbal feedback.

Cumulative Data

The appraiser is responsible for documenting cumulative data regarding job-related teacher performance. Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser. Any documentation that will influence the teacher's appraisal must be shared in writing with the teacher within 10 business days of the appraiser's knowledge of the occurrence. The principal should also be notified in writing when the appraiser is not the teacher's principal.

Additionally, curriculum staff, department chairs, and building administrators may conduct snapshot visits that provide programmatic information to classroom teachers. These visits may occur anytime and should include written feedback on the designated content snapshot form. The feedback from these visits may be considered as cumulative data but must be shared with the teacher in writing within 10 business days of the appraiser's receipt of this data.

Mid-Year

Phase 2: Monitor and Adjust Goals

Teachers will regularly monitor progress toward their Personal Professional Goal and Goal for Student Growth. The objective is for teachers to continuously stay focused on how they are working toward each goal.

Personal Professional Goal and *Goal for Student Growth*

In December/January, the teacher will revisit the Personal Professional Goal and Goal for Student Growth determined during Phase 1 of the appraisal process. Reflecting on each goal will serve to validate the teacher's efforts and to inform adjustments, if needed. The documentation for this process involves the teacher completing the *Monitor and Adjust Goals* activity in the online appraisal platform.

Appraisers will also collect evidence to support dimensions 4.2 (Personal Professional Goal), 4.3 (Professional Development), and 4.5 (Goal for Student Growth) throughout the year, including the resulting impact on the dimensions of Domains I, II, and III.

End-of-Year

Phase 3: Reflect and Evaluate Goals

The final component of the continuous improvement process is an end-of-year conference that is held between the appraiser and the teacher. The intent of the conference is to provide an opportunity for the appraiser and teacher to discuss goal progress and how the professional development in which the teacher engaged supported the goal.

Pursuant to the TAC 150, an end-of-year conference shall be held within a time frame specified on the school district calendar, no later than 15 business days before the last day of instruction for students **(May 13, 2021)**. The procedural timeline must be adhered to and may not be waived by the teacher or the appraiser.

Prior to the Conference

Throughout the school year, the teacher and appraiser will gather evidence in preparation for the end-of-year conference. In the days leading up to the conference, the teacher has the opportunity to revisit the goals determined at the beginning of the school year. The objective is for teachers to reflect on progress made and begin to draft a new *personal professional goal* for the following school year. The documentation for this process involves the teacher completing the *Reflect and Evaluate Goals* and *Draft of Personal Professional Goal for Next School Year* activities in the online appraisal platform.

During the Conference

At the conference, the teacher and appraiser will discuss the final scores for Domains I, II and III, as applicable. The teacher and appraiser will also share the evidence/data for Domain IV. The conversations are focused on the impact of available evidence as it relates to the Personal Professional Goal, as well as the Goal for Student Growth. Finally, the teacher will have the opportunity to share and discuss the draft of the new *personal professional goal* for the following year and engage in preliminary discussions about potential professional development to support the new goal. The Goal for Student Growth for the following year should not be drafted at this time.

Note: Domain IV is not scored until after the teacher has been afforded an opportunity to present evidence for the dimensions in this domain.

By End of Appraisal Period

The appraiser and teacher shall electronically acknowledge the complete *End-of-Year Conference Data form* by the end of the appraisal period. Any documentation collected after the End-of-Year Conference, but before the end of the contract term during the school year, may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, the *End-of-Year Conference Data* form shall be updated, and another End-of-Year conference shall be held to inform the teacher of the change(s).

Following Year

Because the Cypress-Fairbanks Teacher Evaluation and Support System (CF-TESS) supports a cycle of continuous improvement, teachers previously involved in the CF-TESS process enter the following school year with a preliminary personal professional goal. At the beginning of the new school year, teachers will have the opportunity to revisit their goals. Each teacher will determine if the preliminary goal is still appropriate while making any needed adjustments with appraiser input based on current data and the new group of students. The cycle begins again with the new school year to target new areas for professional growth and correlating professional development.

1.2   Teacher Appraisal Plans and Cycles

The CF-TESS provides for three differentiated plan types: New Teacher Induction, Plan I, and Plan II. An explanation of each is provided below.

New Teacher Induction Plan

Teachers new to the district enter on the **New Teacher Induction Plan (NTIP).** The **NTIP** is a hybrid of **Plan I** and is designed for teachers who are new to the profession or to the district. A component of this plan allows the district to target specific learning to teachers new to the profession or new to district. This plan includes orientation, annual review, goal-setting, goal reflection, and an end-of-year conference. The teacher's assigned appraiser is required to conduct at least two walk-throughs with written feedback, as well as one formal observation with written feedback. These observations should be conducted in person in a face-to-face classroom setting.

Informal Observations

Teachers on the **NTIP** will receive written feedback on at least two unannounced 10-15 minute walk-throughs. The required walk-throughs should be completed by the teacher's assigned appraiser. A copy of walk-through documentation must be provided to the teacher within 10 business days. Walk-through documentation shall be maintained in the online appraisal system. Additional walk-throughs may be conducted by any appraiser.

Formal Observation

Teachers on the **NTIP** will receive appraisal feedback on at least one announced 45-minute formal observation. By mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. However, the time segments must aggregate to at least 45 minutes. A formative appraisal report should be shared with the teacher within 10 business days of the observation; however, the deadline may be extended due to extenuating circumstances.

Pre and Post Conferences

Two conferences will be held between the teacher and the appraiser regarding the formal observation: a pre-conference prior to the formal observation and a post-conference following the formal observation.

A *pre-conference* shall be held prior to the formal observation and may not be waived. After the *pre-conference*, the formal observation should take place within 10 business days from the date of the *pre-conference*. The overall purpose of the *pre-conference* is for the appraiser and teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, learning environment and student outcomes to ensure the instructional objectives found in Domains I – III of the CF-TESS Rubric are met.

A *post-conference* shall be conducted within 10 business days after the completion of a formal observation and may not be waived. The post-conference will include a written report of the rating of each dimension observed, along with a discussion of the area for reinforcement and refinement. The purpose of the *post-conference* is to provide quality evidence and feedback which guides professional growth over time.

Plan I

Plan I is designed for teachers who are within their first three years in the district. **Plan I** includes an annual review, goal-setting, goal reflection, and an end-of-year conference. The teacher's assigned appraiser is required to conduct at least two walk-throughs with written feedback, as well as one formal observation with written feedback. These observations should be conducted in person in a face-to-face classroom setting.

Informal Observations

Teachers on **Plan I** will receive written feedback on at least two unannounced 10-15 minute walk-throughs. The required walk-throughs should be completed by the teacher's assigned appraiser. A copy of walk-through documentation must be provided to the teacher within 10 business days. Walk-through documentation shall be maintained in the online appraisal system. Additional walk-throughs may be conducted by any appraiser.

Formal Observation

Teachers on **Plan I** will receive appraisal feedback on at least one announced 45-minute formal observation. By mutual consent of the teacher and the appraiser, the required minimum 45-minute observation may be conducted in shorter time segments. However, the time segments must aggregate to at least 45 minutes. A formative appraisal report should be shared with the teacher within 10 business days of the observation; however, the deadline may be extended due to extenuating circumstances.

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Two conferences will be held between the teacher and the appraiser regarding the formal observation: a pre-conference prior to the formal observation and a post-conference following the formal observation.

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A *post-conference* shall be conducted within 10 business days after the completion of a formal observation and may not be waived. The post-conference will include a written report of the rating of each dimension observed, along with a discussion of the area for reinforcement and refinement. The purpose of the *post-conference* is to provide quality evidence and feedback which guides professional growth over time.

Teachers are eligible to move from **Plan I** to **Plan II**, subject to the approval of the building principal, by earning an overall performance rating of *Skilled*, *Accomplished*, or *Distinguished* for all domains on the CF-TESS for three consecutive years, and meeting the 25/75-hour expectation for off-contract professional development. Since the **NTIP** is a hybrid of **Plan I**, the three consecutive years includes the induction year plus two additional years on **Plan I**. Due to the extraordinary circumstances surrounding COVID-19, however, subject to the approval of the building principal, a Plan I teacher whose three most recent years include the 2019-20 school year is eligible to move from Plan I to Plan II by earning an overall performance rating of Skilled, Accomplished, or Distinguished for all domains on the CF-TESS for the two years of completed appraisal history.

An appraisal score from a previous district may be considered to meet the requirement for the third year. The teacher should provide the most recent end-of-year appraisal scores earned from the previous school district to the principal. The principal will review the scores earned from that district and will submit them to Human Resources for further review and approval. If a performance level of

Skilled or above can be verified, the teacher will then be eligible to move to **Plan II** during the third year of employment with the district, subject to the approval of the building principal.

Plan II

 Plan II includes an annual review, goal-setting, goal reflection, and an end-of-year conference. The district provides two cycles for teachers on **Plan II**. Cycles are determined based upon the employee ID number. For the 2020-21 school year, any teacher with an *even* numbered employee ID will be considered **off-cycle**, while those with an *odd* numbered employee ID will be considered **on-cycle**.

If a teacher is on a leave of absence during his or her rotation, the teacher shall return to the rotation cycle at the next available cycle corresponding with the CFISD employee ID number.

A teacher on **Plan II** who has an interruption in service of less than five (5) years is eligible for placement on **Plan II**. If the interruption in service is five (5) or more years, the teacher will be placed on **Plan I** for the first year and will be eligible to move to **Plan II** during the second year of employment, subject to the approval of the building principal, by earning an overall performance rating of *Skilled*, *Accomplished*, or *Distinguished* for all domains on the CF-TESS.

Plan II On-Cycle

Teachers on this plan will receive written feedback on at least three unannounced 10-15 minute walk-throughs. The required walk-throughs should be completed by the teacher's assigned appraiser. A copy of walk-through documentation must be provided to the teacher within 10 business days. Walk-through documentation shall be maintained in the online appraisal system. Additional walk-throughs may be conducted by any appraiser. Teachers on this plan will be **rated in all four domains** of the CF-TESS rubric. The campus principal has the discretion of moving a teacher from **Plan II – On-Cycle** to **Plan I** when documented performance concerns are demonstrated by the teacher.

Plan II Off-Cycle

Teachers on **Plan II – Off-Cycle** will be **rated only on Domain IV** of the CF-TESS rubric. For teachers on **Plan II – Off-Cycle**, short walkthroughs may occur throughout the year. The campus principal has the discretion of moving a teacher from **Plan II – Off-Cycle** to **Plan I** when documented performance concerns are demonstrated by the teacher.

1.3 Teacher Appraisal Timeline

Beginning of the Year	Mid-Year	Ongoing	End-of-Year
Teacher Orientation/Annual Review • No later than the first three weeks of school and at least three weeks before the first formal or informal observation/walk-through **Personal Professional Goal (PPG)** • Teachers formulate a personal professional goal based on data and identified needs **Goal for Student Growth (GSG)** • Teachers formulate a goal based on student need and identified area of focus **Goal-Setting Conference** • No later than the final day of the first marking period, the teacher and appraiser will complete an in-person Goal-Setting Conference to review the PPG and GSG	**Goal Reflection** • Teachers reflect on the PPG and GSG • To occur in December or January • Formatively assess progress towards goals, professional development impact, and teacher and student performance	**Teacher Orientation for Late Hires** • No later than the first three weeks of employment and at least two weeks before the first observation **Personal Professional Goal for Late Hires** • Within the first 9 weeks of employment **Goal for Student Growth for Late Hires** Within the first 9 weeks of employment **Ongoing review of the PPG and GSG** • Ongoing review of teacher and student data. • Formatively assess progress towards goals, professional development impact, and teacher and student performance **Ongoing collection of evidence to support Domain IV** • Teacher and appraiser **Formal Observations** • New Teacher Induction Plan teachers • Plan I teachers **Informal Observations** • New Teacher Induction Plan teachers • Plan I teachers • Plan II teachers (On-Cycle) *Note: For teachers on Plan II (Off-Cycle) short walk-throughs may occur throughout the year.*	**End-of-Year Conference** • No later than 15 business days before the last day of instruction for students **(May 13, 2021)** • Review end-of-year scores for Domains I, II, and III • Review the data and evidence gathered throughout the appraisal year for Domain IV, including the teacher's evidence for this domain/dimensions • Review results of the performance of the teachers' students • Review potential goals and professional development plans for the next school year *Note: Domain IV is not scored until after the teacher has been afforded an opportunity to present evidence related to each of the five dimensions.*

1.4   Additional Support Goal for Teachers

An additional support goal shall be created when a teacher demonstrates performance deficiencies that have been documented through formal observations, walk-throughs or other documented evidence where improvement is needed. This could occur at any point in the evaluation cycle. The appraiser may initiate this process for any teacher needing additional support.

In a collaborative meeting with the teacher and the appraiser the following will occur:
- Determine if the previously establish Personal Professional Goal is in alignment with the area(s) of deficiency;
- Consider modifications to the initial goal to support the area(s) of deficiency;
- Consider an additional goal to help support the teacher.

Each goal must include action steps, evidence of goal attainment and targeted completion dates. In a case where the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the support plan.

The appraiser shall schedule routine check-point conferences with the teacher related to goal attainment. Each check-point conference must be summarized in a memo and provided to the teacher within 10 business days from the date of each conference. The teacher must acknowledge each check-point by signing and dating each check-point conference summary memo. Administrators should follow appropriate documentation standards.

No more than two goals should be focused on at one time.

1.5   Teacher Response and Appeals

The Cypress-Fairbanks Teacher Evaluation and Support System (CF-TESS) provides due process to teachers as it relates to documentation received, responses written, and appeals of the evaluation.

Written Response or Rebuttal

A teacher may submit a written response or rebuttal within 10 business days of receiving a formative appraisal report following the formal observation, or any other written documentation associated with the teacher's appraisal and/or after receiving an end-of-year appraisal report. At the discretion of the appraiser, the time period may be extended to 15 business days. The written response or rebuttal should be attached to the record that is part of the teacher's permanent record. The appraiser must acknowledge the receipt of the written response or rebuttal within 10 business days of its receipt.

Second Appraisal

A teacher may request a second appraisal by another appraiser within 10 business days of receipt of a formative appraisal report following the formal observation with which the teacher disagrees and/or after receiving an end-of-year appraisal report with which the teacher disagrees.

The teacher's appraisal supervisor, in conjunction with Human Resources will generate, within five business days of the request, a list of three certified appraisers from outside of the building who are qualified and available to serve as a second appraiser. This list may include a district coordinator whose area of expertise is in the teacher's content area. The teacher will select the second appraiser within five business days of having received the list, and Human Resources will notify the selected second appraiser in writing within five business days of this selection. The second appraiser will contact the teacher to discuss the process and procedures to be followed in conducting the second appraisal.

The first and second appraisers should remain independent throughout the process. Each appraiser should independently score all domains as necessary and independently share the summative scores in a conference.

The second appraiser shall conduct a formal observation and walk-throughs as necessary to evaluate Domains I through III. The second appraiser shall use the goal-setting and cumulative data from the first appraisal to evaluate Domain IV. Cumulative data may also be used by the second appraiser to evaluate other domains.

It is the responsibility of the primary appraiser to notify the second appraiser of the intent to conclude the formative process and score all domains of the document. Both appraisers should, at this point, have access to all written cumulative data from both appraisers, including the appraisal reports, walk-through documents, memos, etc.

The appraisal record reflecting the average of scores in each domain shall be shared with the teacher by the primary appraiser in an end-of-year conference and acknowledged by all parties prior to the end of the appraisal period; the second appraiser may also be present at the end-of-year conference at the request of either appraiser or the teacher. A teacher on Plan II (on-cycle) will receive an average **rating in all four domains** of the CF-TESS rubric. A teacher on Plan II (off-cycle) will only have scores averaged in Domain IV. This final appraisal record should be completed in the teacher's plan in the online appraisal system.

The district has adopted written procedures for a teacher to present grievances and receive written comments in response to the written annual report. These procedures are outlined in the *Employee Handbook.*

1.6   Appraiser Qualifications

The appraiser has a vital role in assessing teaching proficiency and ensuring that teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed uniform appraiser training, including required Advancing Educational Leadership (AEL) training, or its predecessor Instructional Leadership Development (ILD), with a trainer and curriculum approved by the district. In addition, the appraiser must be certified in the *Cypress-Fairbanks Teacher Evaluation and Support System (CF-TESS)*. Periodic recertification and training may be required.

The teacher appraisal process requires at least one appraiser. The teacher's supervisor shall conduct the teacher's appraisal and must hold a superintendent, mid-management (principal), or supervisor certification, or must hold comparable certificates established by the State Board for Educator Certification. An appraiser other than the teacher's supervisor must be approved by the school district board of trustees, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience.

The appraisal supervisor for each teacher will be determined at the building level from the list of certified appraisers approved by the Superintendent and the Cypress-Fairbanks Board of Trustees. This list includes:

(a) Principals;
(b) Associate/Assistant Principals;
(c) Directors of Instruction;
(d) Curriculum Coordinators/Directors/Supervisors – general and special education;
(e) Academic Achievement Specialists; and
(f) High School Special Education Teacher Supervisors

1.7   The Four Domains of the Teacher Appraisal Rubric

The CF-TESS Rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. The domains and correlating dimensions are delineated in the information below.

PLANNING	• Standards and Alignment • Data and Assessment • Knowledge of Students • Activities
INSTRUCTION	• Achieving Expectations • Content Knowledge and Expertise • Communication • Differentiation • Monitor and Adjust
LEARNING ENVIRONMENT	• Classroom Environment, Routines and Procedures • Managing Student Behavior • Classroom Culture
PROFESSIONAL PRACTICES AND RESPONSIBILITIES	• Professional Demeanor and Ethics • Personal Goal-Setting • Professional Development • School Community Involvement • Goal for Student Growth

1.8   **Teacher Appraisal Ratings**

Each teacher will be given a rating in each domain which will be based on the following calculation:

Distinguished = 5, Accomplished = 4, Skilled = 3, Developing = 2, Below Expectations = 1

Domain I Overall Score (sum of totals for each dimension)
Distinguished = 18-20
Accomplished = 14-17
Skilled = 10-13
Developing = 6-9
Below Expectations = 4-5

Domain II Overall Score (sum of totals for each dimension)
Distinguished = 23-25
Accomplished = 18-22
Skilled = 13-17
Developing = 8-12
Below Expectations = 5-7

Domain III Overall Score (sum of totals for each dimension)
Distinguished = 14-15
Accomplished = 11-13
Skilled = 8-10
Developing = 5-7
Below Expectations = 3-4

Domain IV Overall Score (sum of totals for each dimension)
Distinguished = 23-25
Accomplished = 18-22
Skilled = 13-17
Developing = 8-12
Below Expectations = 5-7

1.9 Teacher Appraisal Rubric

	Domain I: PLANNING				
Dimension 1.1	**DISTINGUISHED** Instructional Planning Includes:	**ACCOMPLISHED** Instructional Planning Includes:	**SKILLED** Instructional Planning Includes:	**DEVELOPING** Instructional Planning Includes:	**BELOW EXPECTATIONS** Instructional Planning Includes:
Standards and Alignment The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. **Standards Basis:** 1A, 1B, 3A, 3B, 3C **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observations, Post-Conference, Instructional Planning Documents	• All rigorous and measurable goals aligned to state content standards.	• All measurable goals aligned to state content standards.	• All goals aligned to state content standards.	• Most goals aligned to state content standards.	• Few goals aligned to state content standards.
	• All activities, materials and assessments:	• All activities, materials and assessments:	• All activities, materials and assessments:	• Most activities, materials and assessments:	• Few activities, materials and assessments:
	○ are logically sequenced	○ are sequenced	○ are sequenced	○ are sequenced	○ are sequenced
	○ are relevant to students' prior understanding and real-world applications	○ are relevant to students' prior understanding	○ are relevant to students		
	○ integrate and reinforce concepts from other disciplines	○ integrate other disciplines			
	○ provide appropriate time for student work, student reflection, lesson and lesson closure	○ provide appropriate time for student work, lesson and lesson closure	○ provide appropriate time for lesson and lesson closure	○ sometimes provide appropriate time for lesson and lesson closure	○ rarely provide time for lesson and lesson closure
	○ deepen understanding of broader unit and course objectives	○ reinforce broader unit and course objectives	○ fit into the broader unit and course objective		
	○ are vertically aligned to state standards	○ are vertically aligned to state standards			
	○ are appropriate for diverse learners	○ are appropriate for diverse learners	○ are appropriate for diverse learners		
	• All objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.	• All objectives aligned and logically sequenced to the lesson's goal.	• All objectives aligned to the lesson's goal.	• Lessons where most objectives are aligned and sequenced to the lesson's goal.	• Lessons where few objectives are aligned and sequenced to the lesson's goal.
	• Integration of technology to enhance mastery of goal(s).	• Integration of technology to enhance mastery of goal(s).	• Integration of technology when applicable.		
	STUDENT-CENTERED ACTIONS ⟵⟶ **TEACHER-CENTERED ACTIONS**				

		DISTINGUISHED Instructional Planning Includes:	ACCOMPLISHED Instructional Planning Includes:	SKILLED Instructional Planning Includes:	DEVELOPING Instructional Planning Includes:	BELOW EXPECTATIONS Instructional Planning Includes:
PLANNING Dimension 1.2	**Domain I: PLANNING**					
	Dimension 1.2 **Data and Assessment** The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.	• Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.	• Formal and informal assessments to monitor progress of all students.	• Formal and informal assessments to monitor progress of most students.	• Few formal and informal assessments to monitor student progress.
	Standards Basis: **1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D** **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference, Instructional Planning Documents	• Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.	• Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining confidentiality.	• Consistent feedback to students, families and other school personnel while maintaining confidentiality.	• Timely feedback to students and families.	• Few opportunities for timely feedback to students or families.
		• Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Analysis of student data connected to specific instructional strategies.	• Utilization of multiple sources of student data.	• Utilization of few sources of student data.
		STUDENT-CENTERED ACTIONS ⟵⟶ **TEACHER-CENTERED ACTIONS**				

Domain I: PLANNING					
Dimension 1.3	**DISTINGUISHED** Instructional Planning Includes:	**ACCOMPLISHED** Instructional Planning Includes:	**SKILLED** Instructional Planning Includes:	**DEVELOPING** Instructional Planning Includes:	**BELOW EXPECTATIONS** Instructional Planning Includes:
Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. **Standards Basis:** 1A, 1B, 1C, 2A, 2B, 2C **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference, Instructional Planning Documents	• All lessons connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.	• All lessons connect to students' prior knowledge, experiences and future learning expectations.	• All lessons connect to students' prior knowledge and experiences.	• Most lessons connect to students' prior knowledge and experiences.	• Few lessons that connect to students' prior knowledge and experiences.
	• Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.	• Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.	• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students	• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	• Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
	• Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	• Opportunities for students to utilize their individual learning patterns, habits and needs.			
	STUDENT-CENTERED ACTIONS ⟵————————————————⟶ **TEACHER-CENTERED ACTIONS**				

(Left side vertical heading: **PLANNING Dimension 1.3**)

Domain I: PLANNING					
Dimension 1.4 **Activities** The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. **Standards Basis:** 1B, 1C, 1D, 1E **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference, Instructional Planning Documents	**DISTINGUISHED** Instructional Planning Includes:	**ACCOMPLISHED** Instructional Planning Includes:	**SKILLED** Instructional Planning Includes:	**DEVELOPING** Instructional Planning Includes:	**BELOW EXPECTATIONS** Instructional Planning Includes:
	• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving.	• Questions that encourage all students to engage in complex, higher-order thinking.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.	• Encourages little to no complex, higher-order thinking.
	• Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.	• Instructional groups based on the needs of all students and maintains both group and individual accountability.	• Instructional groups based on the needs of all students.	• Instructional groups based on the needs of most students.	• Instructional groups based on the needs of a few students.
	• The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.	• All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.	• All students understanding their individual roles within instructional groups.	• Most students understanding their individual roles within instructional groups.	• Lack of student understanding of their individual roles within instructional groups.
	• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
PLANNING Dimension 1.4	**STUDENT-CENTERED ACTIONS** ⟵──────────────⟶ **TEACHER-CENTERED ACTIONS**				

Domain II: INSTRUCTION					
Dimension 2.1 **Achieving Expectations** The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. **Standards Basis:** 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference, Instructional Planning Documents	**DISTINGUISHED** **The Teacher:**	**ACCOMPLISHED** **The Teacher:**	**SKILLED** **The Teacher:**	**DEVELOPING** **The Teacher:**	**BELOW EXPECTATIONS** **The Teacher:**
	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves.	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves.	• Sets academic expectations that challenge all students.	• Sets academic expectations that challenge most students.	• Sets expectations that challenge few students.
	• Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.	• Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.	• Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.	• Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.	• Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
	• Provides opportunities for students to self-monitor and self-correct mistakes.	• Anticipates student mistakes and encourages students to avoid common learning pitfalls.	• Addresses student mistakes and follows through to ensure student mastery.	• Sometimes addresses student mistakes.	• Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
	• Systematically enables students to set goals for themselves and monitor their progress over time.	• Establishes systems where students take initiative of their own learning and self-monitor.	• Provides students opportunities to take initiative for their own learning.	• Sometimes provides opportunities for students to take initiative of their own learning.	• Rarely provides opportunities for students to take initiative of their own learning.
	STUDENT-CENTERED ACTIONS ⬅️➡️ **TEACHER-CENTERED ACTIONS**				

Left sidebar: **INSTRUCTION Dimension 2.1**

Domain II: INSTRUCTION					
Dimension 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. **Standards Basis:** 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference, Instructional Planning Documents	**DISTINGUISHED** The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:
	• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.	• Conveys a depth of content knowledge that allows for differentiated explanations.	• Conveys accurate content knowledge in multiple contexts.	• Conveys accurate content knowledge.	• Conveys inaccurate content knowledge that leads to student confusion.
	• Integrates learning objectives with other disciplines, content areas and real-world experience.	• Integrates learning objective with other disciplines and real-world experiences.	• Integrates learning objectives with other disciplines.	• Sometimes integrates learning objective with other disciplines.	• Rarely integrates learning objectives with other disciplines.
	• Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	• Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	• Anticipates possible student misunderstandings.	• Sometimes anticipates possible student misunderstandings.	• Does not anticipate possible student misunderstandings.
	• Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Regularly provides opportunities for students to use different types of thinking (e.g. analytical, practical, creative and research-based).	• Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
	• Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	• Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	• Accurately reflects how the lesson fits within the structure of the discipline and the state standards.		
	STUDENT-CENTERED ACTIONS ⟵——————————⟶ TEACHER-CENTERED ACTIONS				

INSTRUCTION Dimension 2.2

		Domain II: INSTRUCTION				
	Dimension 2.3	**DISTINGUISHED** **The Teacher:**	**ACCOMPLISHED** **The Teacher:**	**SKILLED** **The Teacher:**	**DEVELOPING** **The Teacher:**	**BELOW EXPECTATIONS** **The Teacher:**
INSTRUCTION Dimension 2.3	**Communication** The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. **Standards Basis:** 1D, 1E, 2A, 3A, 4D **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post- Conference, Instructional Planning Documents	• Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.	• Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.	• Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.	• Leads lessons with some opportunity for dialogue, clarification or elaboration.	• Directs lessons with little opportunity for dialogue, clarification or elaboration.
		• Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.	• Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.	• Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.	• Recognizes student misunderstandings but has a limited ability to respond.	• Is sometimes unaware of or unresponsive to student misunderstandings.
		• Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.	• Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.	• Provides explanations that are clear and uses verbal and written communication that is clear and correct.	• Uses verbal and written communication that is generally clear with minor errors of grammar.	• Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
		• Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.	• Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.	• Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.	• Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	• Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
		• Skillfully provides and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.	• Skillfully uses probing questions to clarify, elaborate and extend learning.	• Uses probing questions to clarify and elaborate learning.		
		• Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.	• Provides wait time when questioning students.			
		STUDENT-CENTERED ACTIONS ⬅————————➡ **TEACHER-CENTERED ACTIONS**				

		Domain II: INSTRUCTION				
	Dimension 2.4	**DISTINGUISHED** The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:
INSTRUCTION Dimension 2.4	**Differentiation** The teacher differentiates instruction, aligning methods and techniques to diverse student needs. **Standards Basis:** 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D **Sources of Evidence:** Analysis of Student Data, Pre-Conference, Formal Observation, Classroom, Walk-throughs/Informal Observation, Post-Conference, Instructional Planning Documents	• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.	• Adapts lessons to address individual needs of all students.	• Adapts lessons to address individual needs of all students.	• Adapts lessons to address some student needs.	• Provides one-size fits all lessons without meaningful differentiation.
		• Consistently monitors the quality of student participation and performance.	• Regularly monitors the quality of student participation and performance.	• Regularly monitors the quality of student participation and performance.	• Sometimes monitors the quality of student participation and performance.	• Rarely monitors the quality of student participation and performance.
		• Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Sometimes provides differentiated instructional methods and content.	• Rarely provides differentiated instructional methods and content.
		• Consistently prevents student confusion and disengagement by addressing learning and/or social/emotional needs of all students.	• Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	• Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	• Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
		STUDENT-CENTERED ACTIONS ←		→		**TEACHER-CENTERED ACTIONS**

Domain II: INSTRUCTION					
		DISTINGUISHED The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:

INSTRUCTION Dimension 2.5	**Dimension 2.5** **Monitor and Adjust** The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. **Standards Basis:** 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference

DISTINGUISHED	ACCOMPLISHED	SKILLED	DEVELOPING	BELOW EXPECTATIONS
• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.	• Consistently invites input from students in order to monitor and adjust instruction and activities.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities.
• Adjusts instruction and activities to maintain student engagement.	• Adjusts instruction and activities to maintain student engagement.	• Adjusts instruction and activities to maintain student engagement.	• Adjusts some instruction within a limited range.	• Persists with instruction or activities that do not engage students.
• Uses discreet and explicit checks for understanding through questions and academic feedback.	• Continually checks for understanding through purposeful questioning and academic feedback.	• Monitors student behavior and responses for engagement and understanding.	• Sees student behavior but misses some signs of disengagement.	• Generally, does not link student behavior and responses with student engagement and understanding.
			• Is aware of most student responses but misses some clues of misunderstanding.	• Makes no attempts to engage students who appear disengaged or disinterested.

STUDENT-CENTERED ACTIONS ⟵⟶ **TEACHER-CENTERED ACTIONS**

Domain III: LEARNING ENVIRONMENT

		DISTINGUISHED	ACCOMPLISHED	SKILLED	DEVELOPING	BELOW EXPECTATIONS
LEARNING ENVIRONMENT Dimension 3.1	**Dimension 3.1** **Classroom Environment, Routines and Procedures** The teacher organizes a safe, accessible and efficient classroom. **Standards Basis:** 1D, 4A, 4B, 4C, 4D **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference	• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.	• All procedures, routines and transitions are clear and efficient.	• Most procedures, routines and transitions provide clear direction, but others are unclear and inefficient.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
		• Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.	• Students take some responsibility for managing student groups, supplies and/or equipment.	• Students actively participate in groups, manage supplies and equipment with very limited teacher direction.	• Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.	• Students often do not understand what is expected of them.
		• The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• The classroom is safe and organized to support the learning objective and is accessible to most students.	• The classroom is safe and accessible to most students but is disorganized and cluttered.	• The classroom is unsafe, disorganized and uncomfortable, and some students are not able to access materials.
	STUDENT-CENTERED ACTIONS					**TEACHER-CENTERED ACTIONS**

Domain III: LEARNING ENVIRONMENT					
Dimension 3.2	**DISTINGUISHED**	**ACCOMPLISHED**	**SKILLED**	**DEVELOPING**	**BELOW EXPECTATIONS**
Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior. **Standards Basis:** 4A, 4B, 4C, 4D **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference	• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.	• Consistently implements the campus and/or classroom behavior system proficiently.	• Inconsistently implements the campus and/or classroom behavior system.	• Rarely or unfairly enforces campus or classroom behavior standards.
	• Students and the teacher create, adopt and maintain classroom behavior standards.	• Most students know, understand and respect classroom behavior standards.	• Most students meet expected classroom behavior standards.	• Student failure to meet expected classroom behavior standards interrupts learning.	• Student behavior impedes learning in the classroom.

LEARNING ENVIRONMENT Dimension 3.2

STUDENT-CENTERED ACTIONS ← → TEACHER-CENTERED ACTIONS

Domain III: LEARNING ENVIRONMENT					
Dimension 3.3	**DISTINGUISHED**	**ACCOMPLISHED**	**SKILLED**	**DEVELOPING**	**BELOW EXPECTATIONS**
Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.	• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.	• Engages all students in relevant, meaningful learning.	• Establishes a learning environment where most students are engaged in the curriculum.	• Establishes a learning environment where few students are engaged in the curriculum.
Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D **Sources of Evidence:** Pre-Conference, Formal Observation, Classroom Walk-throughs/Informal Observation, Post-Conference	• Students collaborate positively and encourage each other's efforts and achievement.	• Students collaborate positively with each other and the teacher.	• Students work respectfully individually and in groups.	• Students are sometimes disrespectful of each other.	• Students are disrespectful of each other and of the teacher.
	STUDENT-CENTERED ACTIONS ⟵⟶ **TEACHER-CENTERED ACTIONS**				

(Left margin, vertical:) **LEARNING ENVIRONMENT Dimension 3.3**

Domain IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES					
		DISTINGUISHED The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:

(Left vertical label: PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.1)

	Dimension 4.1 **Professional Demeanor and Ethics** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities. **Standards Basis:** 6B, 6C, 6D **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post Conference, Daily interaction with others	**DISTINGUISHED**	**ACCOMPLISHED**	**SKILLED**	**DEVELOPING**	**BELOW EXPECTATIONS**
		• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.	• Evidence supports non-compliance with the Code of Ethics and Standard Practices for Texas Educators is rare, inadvertent and does not seriously compromise the needs of self, students or colleagues.	• Evidence supports non-compliance with the Code of Ethics and Standard Practices for Texas Educators. The needs of the students and/or colleagues are seriously compromised.
		• Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.	• Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.	• Meets all professional standards (e.g., attendance, professional appearance and behaviors).	• Meets most professional standards (e.g., attendance, professional appearance and behaviors). Evidence supports non-compliance of the professional standards.	• Evidence supports non-compliance of professional standards, and the needs of the students are compromised.
		• Participates in the development of campus operating procedures and offers suggestions for improvement.	• Participates in the development of campus operating procedures and offers suggestions for improvement.	• Complies with all campus and district operating procedures.	• Evidence supports non-compliance with campus and district operating procedures is rare, inadvertent and does not seriously compromise the needs of self, students or colleagues.	• Evidence supports non-compliance with campus and district operating procedures, and the needs of the students are compromised.
		• Actively participates in events (e.g., committees, club sponsorship, parent nights, sporting events, concerts, etc.) that support campus and/or district goals.	• Routinely attends events (e.g., committees, club sponsorship, parent nights, sporting events, concerts, etc.) that support campus and/or district goals.	• Attends required campus events.	• Attends most required campus events.	• Fails to attend required campus events.
		• Advocates for the needs of all students in the classroom as well as across the campus.	• Advocates for the needs of all students in the classroom.	• Advocates for the needs of students in the classroom.	• Supports the needs of students in the classroom most of the time.	• Fails to support the needs of students in the classroom.
		STUDENT-CENTERED ACTIONS ⟵			⟶ **TEACHER-CENTERED ACTIONS**	

	Domain IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES				
Dimension 4.2 **Personal Professional Goal** The teacher sets a personal professional goal and reflects on his/her practice. **Standards Basis:** 5D, 6A, 6B **Sources of Evidence:** Personal Professional Goal, Pre-Conference, Post Conference, Daily interaction with others	**DISTINGUISHED** The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:
	• Consistently sets, modifies and meets short-and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.	• Sets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.	• Sets short and long-term professional goals based on self-assessment, reflection and supervisor feedback.	• Sets short-term goals based on self-assessment.	• Sets low or ambiguous goals unrelated to student needs or self-assessment.
	• Implements substantial changes resulting in significant improvement in student performance.	• Meets all personal professional goals resulting in improvement in practice and student performance.	• Meets personal professional goals resulting in improvement in practice and student performance.	• Meets most professional goals resulting in some visible changes in practice.	• Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
	STUDENT-CENTERED ACTIONS ⟵――――――――――⟶ **TEACHER-CENTERED ACTIONS**				

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.2

		Domain IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES				
		DISTINGUISHED The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.3	**Dimension 4.3** **Professional Development** The teacher engages in professional learning and enhances the professional community. **Standards Basis:** 3A, 6A, 6B, 6C **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Collaboratively leads, organizes and participates in off-contract professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Collaboratively participates in off-contract professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities.	• Collaboratively participates in all on-contract scheduled professional development activities, campus professional learning communities, grade-or subject-level team membership, committee membership or other opportunities.	• Engages in most on-contract scheduled professional development activities, campus professional learning communities, committee, grade- or subject-level team meetings.	• Engages in few on-contract professional development activities, campus professional learning communities or committees to improve professional practice.
		• Leads colleagues collaboratively in and beyond the campus to identify professional development needs through detailed data analysis and self-reflection.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.			
		• Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade-or subject- level team leadership, committee leadership or other opportunities beyond the campus.	• Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.			
		STUDENT-CENTERED ACTIONS ⬅————————————➡ TEACHER-CENTERED ACTIONS				
		Note: The "Skilled," "Developing," and "Below Expectations" performance levels should be based upon successful engagement in and implementation of professional development activities "on-contract" (district and campus professional development). The "Distinguished" and "Accomplished" performance levels should be based upon successfully meeting the "Skilled" standard based upon "on-contract "activities **and** meeting the 25-hours per year/75-hours every four years expectation based upon "off-contract" activities. The District Professional Development Expectation for teachers is detailed in Section 1.10 Alignment to Practice on page 44 of the *Appraisal Handbook*.				

Domain IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	SKILLED The Teacher:	DEVELOPING The Teacher:	BELOW EXPECTATIONS The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.4	**Dimension 4.4** **School Community Involvement** The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. **Standards Basis:** 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D **Sources of Evidence:** Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	• Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.	• Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.	• Contacts parent/guardians regularly regarding students' academic and social/emotional growth.	• Contacts parents/guardians in accordance with campus policy.	• Contacts parents generally about disciplinary matters.
		• Initiates collaborative efforts that enhance student learning and growth.	• Joins colleagues in collaborative efforts that enhance student learning and welfare.	• Actively participates in all school outreach activities.	• Attends most required school outreach activities.	• Attends few required school outreach activities.
		• Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	• Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	• Communicates the mission, vision and goals of the school to students, colleagues, parents and families.	• Communicates school goals to students, parents and families.	
		STUDENT-CENTERED ACTIONS ⟵――――――――⟶ **TEACHER-CENTERED ACTIONS**				

Domain IV: PROFESSIONAL PRACTICES AND RESPONSIBILITIES					
		DISTINGUISHED The Teacher:	**ACCOMPLISHED** The Teacher:	**SKILLED** The Teacher:	**DEVELOPING** The Teacher:	**BELOW EXPECTATIONS** The Teacher:
PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.5	**Dimension 4.5** **Goal for Student Growth** The teacher sets a goal for student growth, collects assessment data and adjusts instruction to enhance student learning. **Standards Basis:** 5A, 5B, 5C, 5D, 6A **Sources of Evidence:** Goals for Student Growth, Data Analysis and Reflection Documentation	• Consistently analyzes data and crafts a high-quality goal for student growth based on student needs.	• Analyzes data and crafts a high-quality goal for student growth based on student needs.	• Analyzes data and crafts a quality goal for student growth based on student needs.	• Analyzes data and crafts a quality goal for student growth.	• Sets low or ambiguous goal for student growth unrelated to student needs.
		• Implements substantial changes as a result of student monitoring which result in significant improvement in student performance.	• Implements changes as a result of student monitoring which result in significant improvement in student performance.	• Implements changes resulting in improvement in student performance.	• Implements changes resulting in some improvement in student performance.	• Implements few changes resulting in little improvement in student performance. .
		• Consistently monitors student progress, collects data, reflects on his/her instructional practice and adjusts instructional strategies, as needed.	• Monitors student progress, collects data, reflects on his/her instructional practice and adjusts instructional strategies, as needed.	• Monitors student progress, collects data, reflects on his/her instructional practice and adjusts instructional strategies, as needed.	• Attempts to monitor student progress, collect data, and reflect on his/her instructional practice and adjusts some instructional strategies.	• Few attempts to monitor student progress, collect data, reflect on his/her instructional practice or make adjustments to instructional strategies.
		• Completes each phase of the GSG process with integrity and fidelity, meeting deadlines and providing complete and elaborate documentation as requested.	• Completes each phase of the GSG process, meeting deadlines and providing complete and elaborate documentation as requested.	• Completes each phase of the GSG process, meeting deadlines and providing complete documentation as requested.	• Completes each phase of the GSG providing documentation as requested.	• Does not complete each phase of the GSG process, and provides incomplete documentation.
		STUDENT-CENTERED ACTIONS ⟵			⟶ **TEACHER-CENTERED ACTIONS**	

1.10   **Alignment to Practice**

Domain 1 – Planning

Effective planning begins with measurable and explicit learning outcomes aligned to the TEKS and other relevant standards for learning. Planning is initially based on three driving questions:

1. What do I want students to know and be able to do as a result of this lesson?
2. How will the students be engaged in the learning to address their individual needs and interests?
3. How will I assess that the students have demonstrated mastery of the identified knowledge, skills and concepts in the lesson?

It is evident that the four planning dimensions are directly embedded in these questions to provoke rich discussions during team planning meetings and clarify the planning phase.

As a result of quality planning, lessons have a clear beginning, middle and end, and follow a logical progression from basic to complex. Lessons connect students' prior knowledge and understanding to new content and contexts, including real-world applications and consistently accommodate individual students' needs. They also include targeted large and small group instructional strategies, technology and resources appropriate to the content area, and accessibility of subject matter to all students. A well-designed lesson, where appropriate planning time has been devoted, contributes to high quality student-centered learning. Quality planning allows teachers to focus on the execution of the lesson and the impact on student outcomes.

Evidence and data for the planning domain are collected over the course of the year during individual and team planning meetings, through the review of lesson plans and artifacts, during student data analysis, observation pre-conferences, and other applicable means. Effective planning is critical to the overall design and delivery of curriculum, instruction and assessments.

Alignment to Practice

1.1.   Standards and Alignment

- The standards describe the knowledge and skills that students should attain and are often called the "what" of "what students should know and be able to do." They address the ways of thinking, working, communicating, reasoning, problem-solving, and investigating the important and enduring ideas, concepts, issues and knowledge essential to the discipline with connections across disciplines.
- The standards are selected as presented in the district's scope and sequence and are aligned and logically sequenced.
- The teacher clearly understands what the standards specifically mean for the grade level and subject taught, including a common understanding among teachers responsible for teaching these standards.

- The verbs in the standards define the observable actions expected in classroom instruction and how students are expected to process the content. They are arranged in order of complexity in thinking.
- The standards and objectives are communicated in multiple ways so that students are clear about what they are supposed to know and be able to do as a result of the lesson.
- The standards are spiraled and woven throughout the year to ensure that consistent exposure is occurring.
- Both content and process standards are strategically included in lesson design and delivery.
- There is a clear understanding regarding the vertical and horizontal articulation of the standards to ensure alignment within and among disciplines.
- Relevant and enriching extensions are incorporated as the standards are addressed throughout the lesson and are appropriate for diverse learners.
- Technology is integrated in deliberate ways as a means of enhancing learning outcomes.

1.2   Data and Assessment

- Data and assessments are used to set individual and group learning goals.
- Teachers consistently review student data in relation to student curriculum standards to ensure instruction is on track and to make adjustments, as necessary, to meet the needs of all students.
- Teachers consistently utilize both formal and informal methods of measuring student progress and mastery of learning objectives and content knowledge and skills.
- Learning outcomes are directly linked to assessment measures that most accurately predict and assess student learning.
- Teachers use varied methods of assessing student learning, accommodate students' learning needs with these assessments, and compare data measures to determine trends and patterns over time and develop a holistic picture of students' strengths and learning needs.
- Processes are established to regularly collect, review, analyze and apply data to monitor student progress in a timely, thorough, accurate and appropriate manner.
- Teachers use data and assessments to inform instructional practices, design and delivery, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Students are involved in self-assessment, goal-setting and monitoring their progress with both formal and informal measures.
- Teachers consistently communicate with students and their families using data and assessments to share timely and coherent feedback so that both students and families understand the learning goals and how students are meeting these goals.

1.3   Knowledge of Students

- All teachers advocate for their students, believe that students have the potential to achieve at high levels, and accept responsibility to ensure high levels of performance of each learner.
- Teachers are purposeful in utilizing students' individual strengths as a basis for academic and social-emotional growth.
- Teachers anticipate students' learning difficulties and incorporate differentiated strategies to address these needs and master what is being taught.

- A community of learners is established where teachers model continuous improvement and differences in learning and background are viewed as an asset and platform for growth.
- Teachers understand the unique qualities of students with exceptional needs, including cultural, educational, linguistic, disabilities, and giftedness, and seek opportunities to learn how to effectively address these needs so that instruction is fully accessible.
- Teachers understand how learners develop and construct meaning and the relationship of these concepts to acquiring specific knowledge and skills as indicated in the readiness and supporting standards.

1.4   **Activities**

- Teachers purposefully plan activities which are challenging for all students and keep them engaged and motivated to learn.
- The teacher serves as a facilitator, incorporating activities that best match the content, and move towards student-centered actions that allow for students to take ownership of their own learning.
- Lessons that value inquiry, curiosity and exploration allow students to connect with the learning at higher levels of cognition.
- Teachers model effective questioning techniques and how to effectually respond to students' questions.
- This modeling leads to lessons which purposefully incorporate opportunities for students to generate questions for student-to-student interactions that lead to thinking and promote complex, higher-order thinking, problem solving and real-world connections.
- Teachers use data and assessments to create instructional groups which are based on the academic and social-emotional needs of all students. These groups are dynamic and change based on lesson objectives and student needs. During group activities, clear expectations are communicated which allow students to assume responsibility for both group and individual participation and accountability.
- Ongoing opportunities are available for students to review and understand expectations for performance in relation to their data and current levels of performance. This information is used to set goals and review progress over time for these learning goals. Students reflect on their goals and progress towards these goals and hold each other accountable as they interact within their instructional groups.

Domain 2 – Instruction

This section provides guidance regarding the instruction domain and its correlating five dimensions. This domain specifically addresses "how" learning is structured and executed during the lesson to ensure that student mastery of the learning objectives is occurring. Quality planning is the precursor to quality instruction, and as discussed in the previous section, is a multi-faceted process.

Alignment to Practice

2.1   Achieving Expectations

- Teachers believe that all students can achieve at high levels and establish expectations which clearly and consistently communicate this message.
- Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- Teachers model expectations for learning using varied strategies, including think-aloud models to assist students in understanding the cognition and thought process behind each step of the new learning.
- Teachers consistently involve students in establishing high expectations for performance through ongoing communication of what they are expected to know and do and regularly provide opportunities for students to review current performance compared to desired goals and outcomes.
- Students are provided with strategies to self-monitor their performance and evaluate the cause and effect relationship for those strategies, actions and behaviors that contribute to their successes.
- The school and classroom culture are aligned to send a consistent message about goal setting and monitoring their progress over time. This includes staff goal setting as a means of modeling the expectation for high levels of achievement and continuous learning.

2.2   Content Knowledge and Expertise

- Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
- Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject- area content.
- Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
- Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
- Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
- Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- Teachers regularly highlight key concepts and ideas, and use them as a basis to connect ideas.

- Teachers understand how varied types of thinking are applied in classroom lessons and how instruction is structured to provide ongoing opportunities for students to use different types of thinking skills at increasing levels of complexity.

2.3   Communication

- Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
- Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
- Teachers ensure that instruction includes opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.
- Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
- Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
- Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

2.4   Differentiation

- Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
- Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

- Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- Teachers design effective assessments as a fundamental part of teaching and learning to formally and informally assess students' progress and learning needs.

2.5 Monitor and Adjust

- Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- Teachers combine results from different measures, including student-specific feedback, to develop a holistic picture of students' strengths and learning needs.
- Teachers use the data they collect and analyze to inform their instructional strategies and inform short- and long-term plans.
- Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to the instructional objectives and outcomes as accurate measures of student learning.
- Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments, as necessary.
- Teachers understand how the readiness and supporting standards are used to support students' mastery of the standards and learning objectives.
- Teachers effectively use questioning and feedback strategies to check for understanding.

Domain 3 – Learning Environment

This section provides guidance regarding the learning environment domain and its correlating three dimensions. This domain specifically addresses "how" the learning environment is structured both physically and culturally so that it is conducive to teaching and learning. Establishing a safe, respectful, inclusive, and efficient learning environment is critical to students' social-emotional readiness to learn and ensuring that academic learning goals and outcomes are met. Students who feel connected, valued, and inspired in the classroom are more likely to exhibit positive attitudes to learning. Quality planning for how to structure the classroom learning environment to align with respective lessons is the precursor to quality instruction.

Alignment to Practice

3.1 Classroom Environment, Routines and Procedures

- Teachers create a mutually respectful, collaborative, and safe community of learners by tapping students' developmental needs and backgrounds, including embracing their backgrounds and experiences as assets to the learning environment.
- Teachers maintain and facilitate respectful, supportive, positive and productive interactions with and among students.

- Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
- Teachers establish a physical environment that is flexible, accommodates varied learning needs, and provides access to supplemental resources which complement learning.
- Teachers engage students in establishing, communicating, implementing, and reinforcing classroom expectations, including clear expectations for behavior to create buy-in and ownership.
- Teachers model, monitor, and reinforce expectations for the environment, routines, and procedures and explain the rationale behind why they are established.

3.2 Managing Student Behavior

- Teachers cultivate student ownership in developing the classroom culture and norms.
- Teachers implement behavior management systems by involving students in the process. These systems establish and maintain an environment where all students learn at peak levels.
- Teachers maintain a strong culture of individual and group accountability for classroom expectations for behavior. Respectful relationships are evident with all classroom interactions, e.g., teacher to student and student to student, where effort and achievement is recognized and affirmed.
- Teachers maximize instructional time, including managing transitions before, during and after the lesson.
- As part of the learning environment, teachers manage and facilitate groupings in order to maximize student collaboration, participation and achievement.

3.3 Classroom Culture

- Teachers lead and maintain classrooms where all students are actively engaged in learning as evident through their level of motivation and on-task behaviors.
- Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- All interactions within and outside the classroom demonstrate caring and respect for others.
- Respectful relationships are evident with all classroom interactions, e.g., teacher to student and student to student, where collaboration is encouraged, structured, and used to build relationships at all levels.

Domain 4 – Professional Practices and Responsibilities

This section provides guidance regarding the Professional Practices and Responsibilities domain and its correlating five dimensions. This domain specifically addresses "how" teachers fulfill their professional roles and responsibilities, engage in ongoing review and development of their practices, and adhere to legal and ethical requirements of the profession. Research consistently indicates that the primary factor for increasing student achievement is the effectiveness of the teacher. Therefore, teachers and other professionals clearly understand the importance of using reflection and ongoing self-assessment to enhance their effectiveness and impact on student performance. The focus is on continuous professional growth where teachers consistently hold themselves to a high standard for individual development to improve their instructional effectiveness, knowledge and skills.

Alignment to Practice

4.1 Professional Demeanor and Ethics

As professional educators, teachers assume responsibility and accountability for their actions and behaviors and conduct themselves per these expectations at all times:

- Teachers know, understand and adhere to the Code of Ethics and Standard Practices for Texas Educators as adopted by the State Board for Educator Certification.
- Teachers model ethical and respectful behaviors and demonstrate integrity in all situations.
- Teachers know, understand and comply with the procedures and requirements for maintaining accurate student records.
- Teachers consistently serve as advocates for students and the profession.
- Teachers do not use institutional or professional access or privileges for personal gain.

4.2 Personal Goal-Setting

Teachers assume responsibility and accountability for their performance and growth through strategic goal-setting, ongoing self-reflection, and professional growth in order to refine their knowledge of content and pedagogy. A goal-setting process is used to identify areas of professional growth and also address the needs of the students and school community. Responsibilities for goal-setting include the following:

- Teachers self-reflect on teaching practices to improve their instructional effectiveness and engage in continuous professional learning and application.
- Teachers engage in reflection as individuals, with team members, and as a school community where they use this information to develop action plans for improvement.
- Teachers establish learning targets and professional goals to stay current in the field, strengthen their instructional effectiveness and better meet students' needs.
- Teachers collaborate with their colleagues to identify similar learning needs and joint professional development options.

4.3 Professional Development

As professionals in the field, it is important to stay current and refine one's knowledge and skill set. The Professional Development dimension is directly tied to all other dimensions in that the CF-TESS process is about continuous improvement and growth in multiple professional development platforms. Based on self-analysis, the goal-setting process, and feedback from others, effective teachers focus on continuous improvement to enhance student performance.

Although learning needs to be personalized, in high-performing organizations, a culture of ongoing, sustained, and quality professional development is established and threaded throughout the year, rather than one-time professional development sessions held in isolation. Learning is ideally directed to one or more of the CF-TESS dimensions with some aspect of coaching and mentoring to guide the implementation phase. Changes in practice and mastery of new skills are a result of continuous practice with specific feedback about performance. Overall responsibilities for professional development include the following:

- Teachers engage in ongoing self-analysis to identify and target professional learning opportunities.
- Teachers seek feedback from supervisors, coaches, and peers.
- Teachers apply what is learned and value job-embedded professional development as a means of refining their practice.
- Teachers engage in relevant, targeted professional learning that aligns with their professional growth goals and students' academic and social-emotional needs.
- Teachers collaborate with their colleagues, are self-aware about their interpersonal interactions, and are open to feedback.
- Teachers play an active role in participating and leading professional learning communities to improve instructional practices and student learning.
- Teachers continuously seek opportunities to lead learning with students, other educators, and the school community within and beyond their classroom.

District Expectation Regarding Professional Development

Cypress-Fairbanks ISD believes that continuous professional development is vital to teacher and student success. The district expectation is that teachers should earn twenty-five (25) clock hours of off-contract professional development annually OR seventy-five (75) off-contract clock hours of professional development during the three most recent years. Due to the extraordinary circumstances surrounding COVID-19, however, the following four-year window will be used to determine the 75 hours for the 2020-21 and 2021-22 school years:

School Year	4-Year PD History
2020-21	2020-21, 2019-20, 2018-19, 2017-18
2021-22	2021-22, 2020-21, 2019-20, 2018-19

The three-year window will resume in 2022-23 (2022-23, 2021-22, 2020-21).

If a teacher has 25 hours for the current year, it is not necessary to look back to any previous years as this meets the 25/75 hours expectation and is eligible for consideration for "Accomplished" or "Distinguished" in Domain IV, Dimension 3 of the CF-TESS. In the event that the teacher does not have 25 hours in the current year, the professional development records of the previous three years need to be reviewed to determine if there is a minimum of 75 hours during this four-year period. If there are 75 hours, this meets the 25/75 hours expectation and is eligible for consideration for "Accomplished" or "Distinguished" in Domain IV, Dimension 3 of the CF-TESS.

Progress toward the 25 hours annually or 75 hours over the four-year period will be reviewed at the End-of-Year Conference. If the expectation is not met, the teacher and appraiser will discuss any apparent concerns and possible extenuating circumstances. Evidence of implementation and the link that exists between the activities and district/campus goals will also be discussed.

Performance Levels

The Skilled, Developing, and Below Expectations performance levels in Domain IV, Dimension 3 should be based upon successful engagement in and implementation of professional development activities on-contract (district and campus professional development).

The Distinguished and Accomplished performance levels should be based upon successfully meeting the Skilled standard based upon on-contract activities and meeting the 25-hours per year/75-hours every four years expectation based upon off-contract activities.

Plan Eligibility

Plan I teachers eligible to move to Plan II who have not earned 25 hours in the current year or 75 hours in the previous 4-year window (current year plus three previous years) will not move to **Plan II**, barring extenuating circumstances determined by the appraiser. **Plan II** teachers who have not earned 25 hours in the current year or 75 hours in the previous 4-year window will return to Plan I for at least one year, barring extenuating circumstances determined by the appraiser.

4.4   School Community Involvement

This dimension of the Professional Practices and Responsibilities domain – School Community Involvement – focuses on how the teacher assumes and takes on leadership roles and responsibilities in the community. Effective communication and outreach activities are evaluated over the course of the year to ensure that the teacher is relating to and staying connected through leadership activities with students, colleagues, community members in the school, district, and overall community. Responsibilities in school and community involvement include the following:

- Teachers clearly communicate the mission, vision, and goals of the school, and how they align to classroom expectations, for students, colleagues, parents, families, and other community members.
- Teachers assume leadership opportunities and communicate consistently, clearly and respectfully with all members of the school community, including students, parents, families, colleagues, administrators, and the community at large.
- Teachers understand that they hold a position of influence in the school community and seek opportunities to lead and improve connections with all stakeholders.
- Teachers understand the importance of family involvement in school operations to increase student performance.
- Teachers participate in decision making forums through school committees to plan improvements for excellence within the school.

4.5   <u>**Goal for Student Growth**</u>

Skilled teachers regularly set learning goals for their students and use a variety of data sources to monitor progress towards these goals throughout the year. The Goal for Student Growth process aims to capture this best practice. Goals for Student Growth are set by teachers to help them plan instruction and drive student learning throughout the year. Setting learning goals and measuring student progress allows educators to better understand their students' instructional needs and address them. The GSG process provides teachers with a framework to set a vision of student success, plan for standards-aligned instruction, monitor progress using student work as evidence, and adjust instruction to ensure student progress toward these goals.

- Teachers establish a Goal for Student Growth based on data analysis, content standards and student need.
- After analyzing all relevant data, teachers determine a student group which emerges as the target group for the Goal for Student Growth.
- Teachers establish intermittent growth targets and assessments to monitor the student group's progress toward the GSG.
- Teachers continually adjust instruction to respond to results of assessments of the target group.
- Teachers collaborate with colleagues on possible adjustments to instruction.
- Teachers reflect on and evaluate adjustments to instruction toward the GSG.

1.11   **Key Questions to Address**

Domain 1 – Planning

1.1   <u>Standards and Alignment</u>

- How are the goals for learning aligned to state content standards?
- How will technology be integrated into the lesson to support mastery of the lesson's goals?
- How do you plan for activities, materials, and assessments that are sequenced and relevant?
- How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, the lesson, and lesson closure?
- How do you decide on activities, materials, and assessments that are appropriate for diverse learners?
- How are "lesson structure and pacing" addressed in this lesson?
- How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?
- In what ways are other disciplines integrated and supported?
- How do you ensure that your lessons are aligned horizontally with the team? Vertically?

1.2   <u>Data and Assessment</u>

- Which assessment data was examined to inform planning for this lesson?
- What are some ways you communicate your classroom and school goals to stakeholders?
- What does pre-assessment data indicate about student learning needs?

- What formal and informal techniques do you use to collect evidence of students' knowledge and skills?
- How will your assessment data help you identify student strengths and areas of improvement?
- In what ways do you provide specific and timely feedback to students? Families? Other school personnel?
- How is data provided to students to help them identify their own learning needs and track progress?
- How do you compare student results to your own teaching strategies to determine what works for specific students? When are you most successful? When do students struggle? Why? How does this help you plan for future lessons?
- What processes do you use to collect and analyze data over time?

1.3   Knowledge of Students

- How will this lesson demonstrate your familiarity with students' prior knowledge, life experiences, and interests?
- How will the instructional strategies provide opportunities to address all students' learning needs?
- How will developmental gaps be addressed?
- How do you assess students' learning styles and needs?
- When students have individualized learning plans, how are their needs included in lesson planning?
- How are students with similar needs grouped and supported during the planning and instruction phases?
- When students are struggling, how do you determine the cause and address their needs?
- How are students' backgrounds, language and/or cultural differences used to plan for instruction?
- How are students' social-emotional needs incorporated into planning for lessons?

1.4   Activities

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem solving?
- How do you decide on the instructional grouping of students before/during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles and responsibilities individuals will have when working in groups?
- In what ways do the activities, resources, technology, and instructional materials align to the instructional goals?
- How are activities selected to address different ability levels and learning needs?
- What opportunities do you provide for students to set individual goals and hold each other accountable for meeting those goals? How does goal-setting happen within instructional groups?
- How do you ensure that the activities planned are engaging and keep students focused and motivated to learn? How do they engage students in ownership of their learning?

Domain 2 – Instruction

2.1   Achieving Expectations

- Why is it important to have rigorous academic expectations for students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?
- What are some examples of high expectations with this unit of study/lesson/activity?
- What opportunities do you provide for students to set high social-emotional expectations for themselves?
- How are students expected to persist with instruction to demonstrate progress towards mastery of learning?
- What types of strategies do you use to keep students motivated and focused?
- How do you anticipate student mistakes and/or misunderstandings? What types of common learning pitfalls do you generally see with this lesson/unit?
- When you know students will struggle with what is presented, what do you do?
- In what ways are students expected to take initiative for their own learning? What role do you play in this?

2.2   Content Knowledge and Expertise

- How do you develop or select instructional strategies to teach specific skills?
- How do you decide on ways to connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so that students understand how the lesson fits within the discipline and real-world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?
- What are some examples related to how you model thinking for students?
- What do you believe are the key concepts with this unit of study/lesson?
- How do you know when to provide differentiated explanations for students?
- What content, if any, do you anticipate will present challenges for students? What cues will tell you that they do not understand what is presented? What might you do to prepare for these misunderstandings up front?
- What techniques do you/might you use to mitigate those concerns?
- How is instruction sequenced to allow students to see the connections within and across disciplines?
- What are some examples of how you continuously refine your knowledge and expertise?
- How do you stay current in the field?

2.3   Communication

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective(s)?

- How do you communicate your expectations to students?
- How is student-to-student communication encouraged and established during instruction?
- How do you determine the types of tools (i.e. technology, visuals) to use during a lesson?
- How are technology and visual tools used to engage students and communicate learning?
- How do you know when your explanations are clear and coherent? What strategies do you use to assess whether students understood what was explained? What happens when students do not understand?
- How are questions leveled to increase complex thinking during the lesson? In what ways do they promote deeper thinking and a broader understanding of the objective(s)?
- What are some strategies you use to provoke and guide discussions with students?
- How are students expected to communicate what they have learned?

2.4 Differentiation

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lesson?
- How will the lesson engage and challenge all students of all levels?
- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?
- How are lessons adapted and presented using a variety of strategies to reach all students?
- In what ways do you monitor student participation and performance?
- What student behaviors during the lesson serve as signals that differentiation is needed?
- How do you know when students are confused?

2.5 Monitor and Adjust

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student performance?
- What strategies do you use to gather input from students? How is this information used to monitor and adjust instruction?
- How are activities adjusted to align with the lesson objective and yet meet students' needs?
- How is pacing monitored and adjusted to maximize learning and keep students progressing towards mastery? What behaviors might you see to indicate that pacing needs to be adjusted?
- What strategies do you use for ongoing checks for understanding?
- What kinds of questions do you ask when purposefully checking for understanding?
- What are some examples of specific, academic feedback you provide to students? How do students provide academic feedback to each other? What are students expected to do with the feedback?

Domain 3 – Learning Environment

3.1 Classroom Environment, Routines and Procedures

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?

- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communication and/or collaboration?
- What are some strategies for involving students in leading and managing responsibilities within the classroom?
- How are students encouraged to take risks?
- What would students say about the environment – from both instructional and social-emotional aspects? How do you know that?
- If you could refine your routines and procedures, what would you do? Why?

3.2 **Managing Student Behavior**

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during instruction?
- How are students involved in developing classroom procedures?
- How are clear behavioral expectations communicated and monitored?
- What types of consequences do you use when behavior is inconsistent?
- What types of non-verbal signals do you use with students to re-direct behavior?
- What is the relationship between student behavior and student engagement?
- How does your behavior management system extend beyond the classroom walls?

3.3 **Classroom Culture**

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate and build a strong team culture?
- In what ways does your classroom culture reflect high expectations for performance and student-centered behaviors?
- How does the classroom culture ensure that relevant, meaningful learning is the norm?
- How are activities structured so that students are expected to collaborate positively with each other?
- How is positive rapport amongst students established and maintained?
- In what ways are students empowered to build a positive classroom culture that they respect?

Domain 4 – Professional Practices and Responsibilities

4.1 **Professional Demeanor and Ethics**

- What evidence is there that teachers consistently adhere to the Code of Ethics and Standard Practices for Texas Educators?
- How do teachers model exemplary practices and performance for the profession?
- How do teachers hold each other accountable for legal and ethical behaviors?
- What evidence is there that teachers serve as advocates for all students and the profession?

4.2 **Personal Professional Goal**

- What supports are available for teachers to engage in ongoing reflection, goal-setting and subsequent follow-through with professional development?
- How do teachers and other colleagues support one another with the goal-setting process, particularly as it relates to the CF-TESS domains, dimensions and descriptors?
- How are self-reflection and goals used to refine practices and the impact on student performance?
- How is time structured for teachers to formatively review their goals and progress towards these goals?

4.3 **Professional Development**

- How are teachers supported in the self-analysis, goal-setting, and professional development phases?
- How does current professional development align with research about teacher and student learning?
- How is job-embedded professional development supported by coaching, mentoring, and feedback loops during the implementation phase?
- How does the professional development impact student learning?
- How are resources identified and utilized to enhance outcomes and initiatives?

4.4 **School Community Involvement**

- How are teachers involved in leading learning with all stakeholders?
- In what ways do teachers systematically communicate with families regarding the academic and social-emotional growth of their students?
- How is information provided to families in a language and format that they understand and can use to support their child(ren)?
- What forums and media do teachers use to communicate with families and how do they know it is effective?

4.5 **Goal for Student Growth**

- What supports are available for teachers to engage in data analysis, deep understanding of content standards and assessment of student needs?
- How do teachers and other colleagues support one another with the Goal for Student Growth process?
- How are self-reflection and the GSG process used to refine practices?
- How is time structured for teachers to systematically review data and determine adjustments to instructional practice to ensure student progress?

1.12 Video Recording

A critical component of the continuous improvement process is the support provided by the collaborative relationship between the individual being appraised and the appraiser.   For the teacher being appraised to be open and receptive to feedback, trust and rapport must be established. The appraiser has a vital role in assessing teaching proficiency through face-to face observations that may be announced or unannounced, and ensuring that teachers receive reliable and meaningful feedback from the teacher evaluation process. By providing evidence-based feedback, appraisers support teachers as they make decisions that improve instructional quality and student performance.

The use of a video camera when conducting observations for appraisal changes the dynamics of the appraisal process. Using video evidence during the appraisal process interferes with the relationship between the teacher and the appraiser and adds another dimension to the appraisal process not intended with CF-TESS. The intent of CF-TESS is to capture the holistic nature of teaching in which a constant feedback loop exists between **the teacher and the appraiser**. It is a process that seeks to foster continuous improvement through evidence-based feedback and support professional development decisions based on that feedback.

The use of a video camera to record teachers during their instructional practice with the intent of improving first time instruction through coaching and self-reflection is appropriate outside of the appraisal process. In CFISD, video recording of teachers must be maintained separately as a coaching tool and not be used as evidence in the appraisal process.

SECTION 2 – PARAEDUCATOR AND NON-TEACHING PROFESSIONAL APPRAISAL

2.1   The Appraisal Process for Paraeducators and Non-Teaching Professionals

All staff members, professional and ancillary, should be evaluated annually by their supervisors. All paraeducators and non-teaching professionals will demonstrate through the annual goal-setting and evaluation process their continued growth and professional development.

An orientation to the appraisal process should be provided by the end of October for all employees, including the criteria upon which the annual evaluation will be based. The evaluation document should be reviewed with the employee at the End-of-Year conference to be held according to the following timeline:

- Campus paraeducators and non-teaching professionals in May/June
- Non-campus paraeducators and non-teaching professionals prior to the end of the employee's contract year

2.2   Paraeducator and Non-Teaching Professional Response and Appeals

A paraeducator or non-teaching professional may submit a written response or rebuttal at the following times:

> (a) after receiving any written documentation associated with the employee's evaluation and/or
>
> (b) after receiving any other written documentation indicating job performance concerns

Any written response or rebuttal must be submitted within 10 business days of receiving written documentation associated with the employee's evaluation or after receiving any other written documentation indicating job performance concerns. At the discretion of the supervisor, the time period may be extended to 15 business days. This written response or rebuttal should be attached to the record that is part of the employee's permanent record. The supervisor must acknowledge the receipt of the written response or rebuttal within 10 business days of its receipt.

The district has adopted written procedures for a paraeducator or non-teaching professional to present grievances and receive written comments in response to the written annual evaluation. These procedures are outlined in the *Employee Handbook.*

2.3 Paraeducator and Non-Teaching Professional in Need of Assistance

A paraprofessional or non-teaching professional whose performance meets any of the following circumstances will be designated as a *paraeducator/non-teaching professional in need of assistance*:

(a) a paraprofessional or non-teaching professional who is evaluated with a summative score below 3.0;

(b) a paraprofessional or non-teaching professional who is unsuccessful in meeting the essential functions of the position in one or more areas.

When a paraeducator or non-teaching professional is designated as an employee in need of assistance, the employee's supervisor shall, in consultation with the employee, develop an intervention plan that includes the following:

(a) domain(s) that designate an employee as a paraeducator or non-teaching professional in need of assistance;

(b) directives or recommendations for improvement activities;

(c) evidence that is used to determine successful completion of improvement activities;

(d) directives for changes in behavior and specific timelines for successful completion;

(e) evidence to determine positive changes in the paraeducator or non-teaching professional's behavior.

In a case when the paraeducator's or non-teaching professional's evaluator is not the employee's principal, the principal shall be involved in the development and evaluation of the intervention plan. A paraeducator or non-teaching professional who has not met all requirements of the intervention plan for employees in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

The intervention plan shall include options for professional development activities designed to enhance the paraeducator's or non-teaching professional's proficiency. At least one option shall not place significant financial burden on either the employee or the school district. An intervention plan may be developed at any time at the discretion of the supervisor when the supervisor has documentation that would potentially produce an evaluation rating which is below 3.0.

A paraeducator or non-teaching professional currently on an employee in need of assistance plan or growth/deficiency plan, and/or administrative directives, is **not eligible** to request a transfer. An employee who is evaluated as unsatisfactory in two or more domains, or unsatisfactory in the same domain for two consecutive years, shall not receive a pay increase.

2.4   Paraeducator and Non-Teaching Professional Appraisal Timeline

Beginning of Year	Ongoing	End-of-Year
Orientation/Annual Review • Explanation of appraisal process • Designation of appraiser/supervisor • Signed verification of Appraisal Process Orientation/Annual Review **Goal-Setting** • Employee Goal-Setting Plan of Action (GSPA) • No later than the last day of October, the employee and appraiser will engage in a collaborative discussion of the GSPA. The discussion may occur individually or in groups, and may be written or oral (left to the discretion of the parties involved).	**Ongoing Dialog** • Ongoing dialog focusing on the Goal-Setting Plan of Action (GSPA)	**End-of-Year Conference** • Completion of annual evaluation prior to end of employee's contract • All evaluations for campus-based paraeducators and non-teaching professionals submitted to the Human Resources Department

NOTE:

- The following pages include goal-setting and intervention plan documents that may be utilized for paraeducators and non-teaching professionals. They are not utilized for teaching professionals who acknowledge these steps through their CF-TESS appraisal plan in CFPGS.
- End-of-year evaluation forms for non-teaching professionals and paraeducators are located in CFPGS under the Resources tab in the channel titled "Resources for Appraisers," many of which are role specific. For roles without specific evaluation forms, use the form titled "Paraprofessional and Non-Teaching Professional Generic Evaluation."

2.5	**Goal-Setting for Paraeducators and Non-Teaching Professionals**

Name: _____ Emp. ID#: _____ Year: _____

Assignment: _____ Building: _____

DISTRICT GOAL

The district improvement goal I wish to focus on is:

PERSONAL GOAL

The personal goal I have is:

ACTIVITIES

Some of the activities I might pursue this year as I address my goal(s) are as follows:

2.6   Intervention Plan for Paraeducators and Non-Teaching Professionals

Name: _____   Emp. ID#: _____   Appraiser: _____

Assignment: _____   Building: _____

Period of Intervention
    From: _____   To: _____

1.   Areas in need of improvement.

2.   Professional-improvement activities and dates for completion.

3.   Evidence that improvement activities have been completed.

4.   Directives for change in employee behavior.

5.   Evidence that employee behavior has changed.

_____   _____
            Signature of Appraiser   Date

_____   _____
            Signature of Principal   Date

My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.

_____   _____
            Signature of Employee   Date

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2.7   Intervention Plan Status for Paraeducators and Non-Teaching Professionals

Name: _____   Emp. ID#: _____   Appraiser: _____

Assignment: _____   Building: _____

Period of Intervention
    From: _____   To: _____

_____   This plan has been successfully completed.

_____   This plan has not been successfully completed.

_____   This plan was not successfully completed for the following reasons:

Future Action to be Taken:

_____   _____
            Signature of Appraiser   Date

_____   _____
            Signature of Principal   Date

My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.

_____   _____
            Signature of Employee   Date

SECTION 3 – PROFESSIONAL DEVELOPMENT GUIDELINES

3.1   Professional Standards of Conduct

Although many professional development opportunities take place during off-contract hours, employees should adhere to professional standards of conduct expected and demonstrated during on-contract hours. Employees shall refrain from bringing custodial or non-custodial children to off-contract professional development learning opportunities.

3.2   Payment for Instructors

Teacher instructors may either be compensated at $25.00 per clock hour of instruction or be credited with off-contract credit for attendance. Off-contract credits will continue to count toward the 25/75 hours and may be submitted to the Principal (Elementary) or Director of Instruction (Secondary) for consideration of approval for Campus Time Equivalency (CTE) credit. An instructor may not receive both instructor pay and attendance credit.

Supervisors/Administrators will be compensated at $25.00 per clock hour of instruction OR flexible schedules with supervisor's approval. The $25.00 applies only to time that extends beyond the 4:30 workday. (Ex: If a class starts at 3:30, the time between 3:30 – 4:30 cannot be claimed for $25.00.)

If an instructor facilitates professional development with others, the monetary remuneration will be divided by the number of instructors.

Payments are made on the 15th of each month; however, to receive payment at that time, course information must be turned in at least three weeks prior to the payment date.

In courses other than technology courses and some other very specialized areas, if the actual attendance is below the expected minimum of 20 participants, the instructor has the option of cancelling the activity. It is not fiscally sound for the district to pay $25.00 per hour of instruction when a minimum has not been met.

3.3   Campus Time Equivalency

A campus may choose to designate a campus professional development day as a Campus Time Equivalency day. The principal is responsible for setting the parameters for acceptable activities that may be used. The seven (7) hours required for credit toward the Campus Time Equivalency (CTE) day must be earned off-contract and prior to the scheduled CTE day.

An employee who has not accrued all of the required professional development credit prior to the Campus Time Equivalency (CTE) day must report to work as directed by the principal or follow the procedures outlined in the *CFISD Employee Handbook* for non-discretionary leave. Failure to adhere to these procedures will result in a reduction in the employee's salary equal to that employee's daily rate of pay.

A principal **is not permitted to approve the use of discretionary leave** on a staff development day except in the event of extenuating circumstances in accordance with board policy.

3.4   District Content Days

Five (5) professional development days in the school calendar are designated as district content days for teachers; all employees are expected to report to work on time on these contracted days set aside for professional development.

For these district content days, all employees must report to a district location as directed by the district curriculum coordinator or follow the procedures for non-discretionary leave as outlined in the CFISD *Employee Handbook*. Please note that prompt attendance is required on district content days, just as it is required for any work day.

The following are considerations regarding attendance at a 7-hour district professional development day. A professional employee who is absent greater than 15 minutes but less than two (2) hours of a professional development day (this includes both late arrivals as well as early departures) will be allowed the opportunity to make up the missed time to receive full credit for the district professional development day. However, a professional employee who is absent more than two (2) hours up to 3.5 hours (50% of the seven (7) hour professional development day) will be considered absent for one-half (1/2) of the day and will be charged leave (if eligible) or docked pay. A professional employee who is absent more than 3.5 hours will be considered absent for the entire day and charged leave (if eligible) or docked pay.

A principal **is not permitted to approve the use of discretionary leave** on a staff development day except in the event of extenuating circumstances in accordance with board policy.

Note: The District Professional Development Expectation (25/75) for teachers is detailed in Section 1.10 Alignment to Practice on page 44 of this handbook.