



PROFESSIONAL PATHWAYS
for **TEACHERS**

21-22 PPfT APPRAISAL GUIDE

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Background

Professional Pathways for Teachers

Professional Pathways for Teachers is a collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, and professional learning. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of growing teachers and students.

History

AISD has spent years creating, piloting, implementing and reviewing a multi-measure teacher appraisal. The REACH Strategic Compensation program, which was in place for eight years, provided valuable feedback and data around appraisal components and compensation. Employee Effectiveness has incorporated these elements into a total Human Capital System that will allow teachers to have ownership of their career and compensation.

This work was led by a collaborative leadership group who reviewed recommendations from a working group of teachers, principals, and administrators. This working group created a refined appraisal and compensation system based on the lessons learned from REACH and the AISD pilot appraisal, as well as best practices in evaluation from across the nation.

PPfT Appraisal

AISD developed an appraisal system to meet new state requirements for teacher appraisal during the 2016-2017 school year. We piloted a multi-measure teacher appraisal that covered instructional practice, student growth, professional growth and responsibilities, student response surveys, and peer observation. The PPfT Appraisal system is based on the lessons learned from the pilot appraisal and REACH focusing on professional growth for teachers through a system of feedback and reflection.

The PPfT Appraisal was developed and implemented with 20 campuses in 2014-2015 to learn what was effective in the system. To align with the TEA timeline for the rollout of the state designed teacher appraisal system, the AISD PPfT Appraisal was in a refinement year for 2015-16, and continued at 35 campuses. On February 1, 2016, the Austin ISD Board of Trustees approved the PPfT Appraisal System, unanimously. After two years of refinement and feedback, AISD implemented the PPfT Appraisal at all campuses during the 2016-17 school year. The PPfT Appraisal System will continuously be improved and revised in order to be responsive to stakeholder feedback.

For the PPfT Human Capital System, a teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

Purpose and Guiding Principles

Purpose

The ultimate goal of the PPfT Appraisal System is to promote professional growth for all teachers, encourage more frequent, timely, and formative feedback, and to incorporate multiple indicators of success. The PPfT Appraisal System will:

- foster open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and the development of individual and school wide practices that more effectively increase student learning;
- incorporate multiple measures of teacher effectiveness including in- and out-of-classroom indicators, student learning and growth, and teacher self-reflection; and
- offer professional learning that links to evaluation results.

The PPfT Appraisal

The PPfT Appraisal will:

- be used for continual improvement;
- use multiple measures to determine performance levels, including as a “significant factor” – data on student growth for all students, and other measures of professional practice (e.g. observations based on rigorous teacher standards, teacher self-assessments, student surveys);
- evaluate teachers on a regular basis; and
- provide clear, timely, and useful feedback, that identifies areas for growth and guides professional learning.

Guiding Principles

The Austin ISD PPfT Appraisal System must:

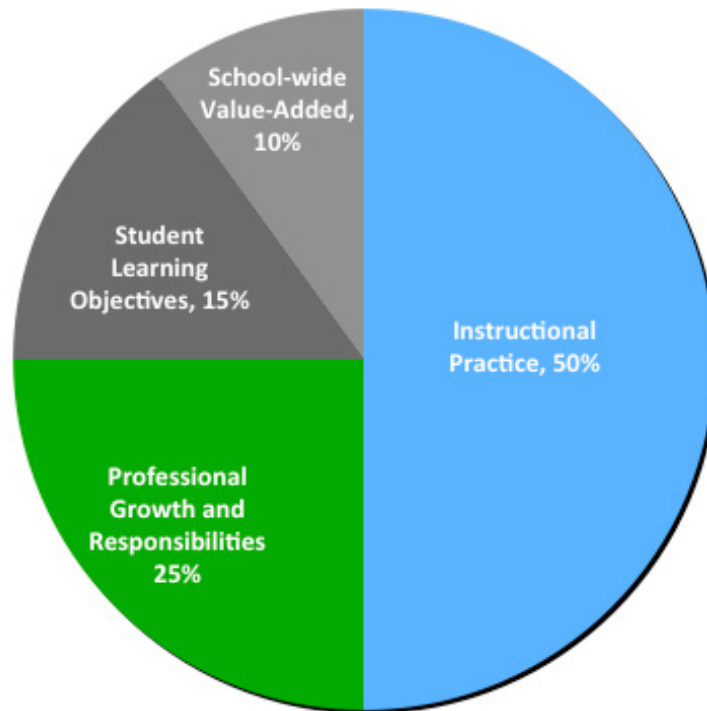
- reflect Austin ISD’s priorities and values;
- elevate and professionalize teaching;
- promote collaboration;
- provide for the continual professional development of teachers;
- support student achievement and growth;
- consider research and best practice;
- be fair, reliable, equitable, and humanistic;
- consider all teaching positions;
- reflect multiple aspects of teaching;
- be feasible and easily understood;
- evolve as a work in progress; and
- work as a part of the larger Professional Pathways for Teachers Human Capital System.

The PPfT Appraisal is a multi-measure system that evaluates teachers on a regular basis. This system covers three areas: Instructional Practice, Professional Growth and Responsibilities, and Student Growth.

This process is a collaborative effort between teacher and appraiser.



Overview of the System



Instructional Practice

2 Formal Observations

- 1 Fall, 1 Spring
- Different Appraisers

8 Informal Walkthroughs

- 4 Fall, 4 Spring

Rubric related to 5 strands of Instructional Practice

Professional Growth and Responsibilities

Rubric related to 5 strands of professionalism

Completed toward the end of the year

Teachers complete the self-assessment form and may submit artifacts and evidence

Appraisers consider the self-assessment to inform the scores

Student Growth

1 Student Learning Objective (SLO)

- Rubric related to the SLO process requirements
- Includes student pre- and post-test scores

School-wide Value-Added

- Measures actual growth vs. expected growth
- Campus-wide shared score

**Alternate PPFT Appraisal plans are located in the appendix.*

Instructional Practice



Complete the **PPfT Online Orientation**, then review the Instructional Practice rubric to self-reflect and complete the **Individual Learning Plan**.

Work with your appraiser to schedule a required **pre-conference** to review the rubric expectations and discuss your class culture, student make-up, areas of strength, and goals.

Teach as you normally would during your first formal observation.

Consider feedback received from informal walkthroughs.



Work with your appraiser to schedule a required **pre-conference** to review the rubric expectations and discuss your class culture, student make-up, areas of strength, and goals.

Meet with your appraiser for a required **post-conference** to discuss **feedback** on your first formal observation.

Reflect on your first observation feedback.

Consider feedback received from informal walkthroughs.



Teach as you normally would during your second observation.

Reflect on your second observation feedback.

Meet with your appraiser for a **post-conference** to discuss **feedback** on your second formal observation.



Schedule a **Summative Conference** with your appraiser to reflect on your yearly progress.

Review your observation reports to prepare for your summative conference. **Reflect** on your Individual Learning Plan goals in the HCP.

Instructional Practice

Instructional Practice

This component of the appraisal reflects expectations that drive teaching and learning in all AISD classrooms.

The ultimate goal of the PPfT Appraisal is to encourage professional growth, provide more frequent, timely, formative feedback, and to incorporate multiple indicators of success. One specific area that PPfT aims to focus on is how to help teachers improve their instructional practice to benefit the students in the classroom.

The process begins with teachers completing the PPfT Online Orientation, then completing an [Individual Learning Plan](#) based on their areas of strength and areas for growth according to the [PPfT Instructional Practice Rubric](#).

Teachers and appraisers should work collaboratively to schedule observation activities.

- Teachers will work with administrators to schedule a required pre-conference.
- Teachers will have two formal observations (45 minute minimum) by two different appraisers during the school year: one in the fall and one in the spring.

- Appraisers will share the formal observation data based on the [Instructional Practice Rubric](#) which covers 5 strands of Instructional Practice (ratings on the rubric range from 1-5).
 - * Appraisers are required to provide formal observation data in the HCP within 5 working days of formal observations.
- Appraisers will meet with teachers after each formal observation a required post-conference to discuss formal observation data. The post-conference must take place within 5 working days of sharing the observation data with the teacher in the HCP.
- The teacher may provide additional evidence, artifacts, and documentation linked to the specific lesson observation for the appraiser to review.
- Informal Walkthroughs are **required** but will not be scored numerically as part of the summative score. Appraisers should provide supportive and formative feedback based on the PPfT Informal Walkthrough form within 2 working days.
- Teachers should reflect on their teaching practice and track progress toward professional learning goals.
 - * Conversations, walkthroughs, and observation data

provide teachers ample opportunities to engage in dialogue with appraisers about instructional practice and the impact they have on students.

- * Conversations, walk-throughs, and observation data can be used to tie evaluation results to professional learning offerings, allowing teachers and appraisers to discuss opportunities that meet individual needs and provide for leadership growth.
- Teachers will meet with appraisers for a Summative Conference at the end of school year.
 - * Focus should be on instructional practice and the impact teacher has had on students.
 - * Teacher should reflect on yearly progress, including the reflection portion in the Individual Learning Plan activity in the HCP.

It is important to follow the [PPfT Appraisal Timeline](#) and all [PPfT Operational Procedures](#).

Please see Timeline and Operational Procedures for additional dates and policies.

Instructional Practice

Scoring

Each formal observation will be scored using the Instructional Practice Rubric. Each strand will be scored at the indicator level and each indicator within the strand will be averaged for a strand score (1-5) on each of the 5 Instructional Practice strands. The 5 strand scores will be averaged together for a final formal observation score.

***A score of 3 is the AISD minimum expectation.**

- Strand 1: Practice and Interactions
- Strand 2: Standards and Alignment
- Strand 3: Assessment and Feedback
- Strand 4: Routines and Procedures
- Strand 5: Classroom Climate and Culture

The two formal observations (fall observation and spring observation) will be averaged for one Instructional Practice Score that is worth 50% of the PPFT Summative Score.

The AISD minimum expectation is a score of 3 - *Meets Expectations*. The performance level *Meets Expectations* signifies solid teaching in each indicator level skill/objective.

The score of 3 on the individual rubric indicators are the district minimum expectation for any given indicator, and is considered solid teaching, with room to be coached in that particular skill.

The indicator level 3s are teacher focused and often teacher directed, where the ultimate goal is to move teachers up the scale, with frequent feedback and coaching, toward student-centered learning.

The formal observation process is about how the lesson scores, using the evidence collected and the rubric descriptors for each indicator, to provide teachers targeted feedback, coaching and development.

Resources

For additional information or strategies, please see the following resources:

- AISD's [PPFT Appraisal Website](#)
- Creative Learning Initiative [Blog](#)
- [Social Emotional Learning/CP&I](#)
AISD SEL [Website](#)
- [Tech Resources](#)

What does it look like?

The Instructional Practice Rubric has 5 strands related to instructional practice where teachers can earn a score of 1-5 on each indicator, with a score of 3 being the minimum district expectation. On the following pages, we will highlight each of these strands in depth focusing on the district expectations (score of 3) and above (score of 4 or 5) areas of the rubric. Examples of what this might look like in the classroom are also included. Please note that these are only examples and that there are numerous other ways that these scores can be achieved. In the provided examples, clicking on a linked strategy or technique will lead you to a more thorough description on the resource website. You will need to log in to the [portal](#) in order to view the links.

Strand → Instructional Practice Strand 1: Practice and Interactions					
Indicator	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
1.1 Lesson Progression and Pacing	Teacher rarely/never facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s) in a limited capacity.	Teacher occasionally facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher frequently facilitates the progression of the lesson to support student understanding and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports mastery of the identified objective(s) and adjusts in real-time when needed .	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the objective(s) and beyond. Teacher moves the lesson at a pace that supports and extends beyond mastery of the identified objective(s), and adjusts in real-time when needed.
	Performance Levels				

Instructional Practice Practice and Interaction

This strand addresses effective academic instruction that is explicit and engaging, differentiated, and aligned for diverse student needs. Within the Practice and Interactions strand, appraisers will review four indicators: **Lesson Progression and Pacing, Differentiation, Student Engagement, and Student Centered Learning.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied in a teacher's classroom. This is not a checklist, or the only possible examples and should not be used in place of the PPTT Instructional Practice Rubric.

Instructional Practice Strand 1: Practice and Interactions					
	1. Support Needed	2. Developing	3. Meets Expectations	4. Exceeds Expectations	5. Mastery
1.1 Lesson Progression and Pacing	Teacher rarely/never facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s) in a limited capacity .	Teacher occasionally facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher frequently facilitates the progression of the lesson to support student understanding and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports mastery of the identified objective(s), and adjusts in real-time when needed .	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the objective(s) and beyond. Teacher moves the lesson at a pace that supports and extends beyond mastery of the identified objective(s), and adjusts in real-time when needed.
1.1 <i>What This Might Look Like</i>			Teacher regularly structures lessons to include an entry to the material, delivery of content, and exit from the lesson. The activities included in each portion of the lesson build learning so students are able to progress toward fully understanding the lesson content. Students demonstrating ownership of the learning objectives might look like students explaining the objectives in their own words or describing how the activities they are engaging in connect to the learning objectives and/or their lived experiences. Lesson pace is quick enough that most students remain on task and have little down time. Teacher uses engaging, interactive and meaningful learning activities or student-centered lessons , so students are rarely disengaged (e.g., Choice Boards , student choice).	With few or no exceptions, teacher structures lessons to include an entry to the material, delivery of content, and exit from the lesson. The activities included in each portion of the lesson build learning so students are able to progress toward mastery of the lesson content. Teacher consistently checks for student mastery throughout the lesson, such as using an Exit Ticket or nonverbal cues. The teacher takes cues from students and makes adjustments to instruction and activities in real time. Students consistently demonstrating ownership of the learning objectives might look like students explaining the objectives in their own words or describing how the activities they are engaging in connect to the learning objectives and/or their lived experiences, with few or no exceptions. Lesson is appropriately paced so that most students remain on task and rarely have any down time. Teacher uses engaging, interactive and meaningful learning activities or student-centered lessons so students are rarely disengaged (e.g., Choice Boards , student choice).	The teacher creates structures to ensure that all lessons include an entry to the material, delivery of content, and exit from the lesson. The activities included in each portion of the lesson build learning so students are able to support mastery of the lesson content. Teacher consistently checks for student mastery throughout the lesson, such as using an Exit Ticket or nonverbal cues. The teacher takes cues from students and makes adjustments to instruction and activities in real time. Students consistently demonstrating ownership of the learning objectives might look like students explaining the objectives in their own words or describing how the activities they are engaging in connect to the learning objectives and/or their lived experiences, with few or no exceptions. Lesson is appropriately paced so that the majority of students remain on task and those who reach mastery have meaningful extension activities related to the objective and/or enrichment opportunities (e.g., Choice Boards , Learning Menus , cooperative group roles , roles and responsibilities, etc.) so students are rarely disengaged and have choice.
1.2 Differentiation	Teacher rarely/never provides differentiated, instruction, including culturally relevant/responsive practices, in order to meet the unique socio-cultural needs of all students.	Teacher occasionally provides differentiated, instruction, including culturally relevant/responsive practices, but teacher methods and techniques do not meet the unique socio-cultural needs of all students. Ensures most students have access to the lesson.	Teacher frequently provides differentiated, instruction, including culturally relevant/responsive practices, aligning methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor . Teacher frequently incorporates individual student needs (cognitive/developmental, social, emotional, cultural).	Teacher consistently differentiated, instruction, including culturally relevant/responsive practices, aligning methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor. Teacher consistently incorporates individual student needs (cognitive/developmental, social, emotional, cultural). Teacher ensures students are aware of their individual needs and guides them to take opportunities to challenge themselves.	Teacher creates structures so that differentiated, instruction, including culturally relevant/responsive practices, are provided and aligns methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor. Teacher systematically incorporates individual student needs (cognitive/developmental, social, emotional, cultural). Teacher ensures students are aware of their individual needs and independently take opportunities to challenge themselves. Teacher creates structures to ensure students' final products are indicative of their individual cognitive/developmental, social, emotional, and cultural needs.

Instructional Practice

Practice and Interaction

This strand addresses effective academic instruction that is explicit and engaging, differentiated, and aligned for diverse student needs. Within the Practice and Interactions strand, appraisers will review four indicators: **Lesson Progression and Pacing, Differentiation, Student Engagement, and Student Centered Learning.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Instructional Practice Strand 1: Practice and Interactions	1.2 What This Might Look Like					
1.3 Student Engagement	Teacher takes few/no opportunities to solicit or incorporate multiple viewpoints and resources. Student participation and engagement is limited .	Teacher solicits or incorporates several viewpoints and resources. Some students are responsive to questions and participate in discussions when prompted . Students are periodically engaged in guided or independent instruction.	Teacher solicits and incorporates a variety of diverse viewpoints and resources. Students are responsive to and participate in discussions/activities when prompted . Students are actively engaged in guided or independent instruction.	Teacher regularly ensures that all students have access to the lesson and are appropriately challenged. Teacher makes a good faith effort to use instructional practices are supportive of students' socio-cultural needs. For example, teacher frequently adjusts depth, pace and delivery of content or design content or processes to address needs . Teacher modifies assignments, provides extra time to complete assignments, and offers individual support as needed, which might look like office hours or tutoring for Secondary or small group time for Elementary. Teacher ensures that lesson content has been adapted to meet the needs of all students (e.g., SpEd, 504, GT, ELL, etc.). Teachers uses learning stations to differentiate learning and to expose students to a variety of strategies and choices that address many learners' needs (e.g., open-ended activity, tiered activity, learning menus , etc.). Lesson is aligned to lesson goals, sequenced, and paced to provides appropriate time for a clear opening, lesson execution and closure.	With few to no exceptions, teacher ensures that all students have access to the lesson and are appropriately challenged. Teacher makes a good faith effort to use instructional practices are supportive of students' socio-cultural needs. For example, with few or no exceptions, teacher adjusts depth, pace and delivery of content or design content or processes to address needs . Teacher modifies assignments, provides extra time to complete assignments, and offers individual support as needed, which might look like office hours or tutoring for Secondary or small group time for Elementary. Teacher ensures that lesson content has been adapted to meet the needs of all students (e.g., SpEd, 504, GT, ELL, etc.). Teachers uses learning stations to differentiate learning and to expose students to a variety of strategies and choices that address many learners' needs (e.g., open-ended activity, tiered activity, learning menus , etc.). Lesson is aligned to lesson goals, sequenced, and paced to provides appropriate time for a clear opening, lesson execution and closure. Teacher confers with individual students to share the student's scores and needs and a plan for growth.	Teacher creates a routine or system that ensures all students have access to the lesson and students take ownership of challenging themselves. Teacher makes a good faith effort to use instructional practices are supportive of students' socio-cultural needs. For example, teacher routinely adjusts depth, pace and delivery of content or design content or processes to address needs . Teacher modifies assignments, provides extra time to complete assignments, and offers individual support as needed, which might look like office hours or tutoring for Secondary or small group time for Elementary. Teacher ensures that lesson content has been adapted to meet the needs of all students (e.g., SpEd, 504, GT, ELL, etc.). Teacher uses technology and tools such as manipulatives, videos, websites with multiple reading levels, and offers enrichment activities to meet the needs of all learners. Teacher uses learning stations to differentiate learning and to expose students to a variety of strategies and choices that address many learners' needs (e.g., open-ended activity, tiered activity , etc.). Teacher also provides choice boards, learning menus and extension menus to differentiate learning and so students take ownership of challenging themselves. Students challenge themselves and seek out opportunities to challenge themselves. Lesson is aligned to the lesson goals, logically sequenced, and paced, and provides relevant and enriching extensions. Teacher confers with individual students to share the student's scores and needs and helps students plan opportunities for growth .
1.3 What This Might Look Like				Teacher regularly ensures that all students have access to the lesson and are appropriately challenged. Teacher makes a good faith effort to use instructional practices are supportive of students' socio-cultural needs. For example, teacher frequently adjusts depth, pace and delivery of content or design content or processes to address needs . Teacher modifies assignments, provides extra time to complete assignments, and offers individual support as needed, which might look like office hours or tutoring for Secondary or small group time for Elementary. Teacher ensures that lesson content has been adapted to meet the needs of all students (e.g., SpEd, 504, GT, ELL, etc.). Teachers uses learning stations to differentiate learning and to expose students to a variety of strategies and choices that address many learners' needs (e.g., open-ended activity, tiered activity, learning menus , etc.). Lesson is aligned to lesson goals, sequenced, and paced to provides appropriate time for a clear opening, lesson execution and closure.	Teacher asks multiple students for their point of view during the lesson (e.g., Kahoot, PollEverywhere , randomization strategies). Teacher includes learning materials (videos, blogs, websites, content readings) with authors, characters, or content from a variety of backgrounds, genders, ethnicities, sexual orientations, races, etc.). During class discussions and activities, students respond to teacher and peer questions with minimal teacher support. Students complete instructional tasks, answer questions, submit assignments, and complete projects. Students follow teacher given directions. Students participate in discussions. During the lesson and independent work time, students are engaged with the lesson activities (Chunking, Guided Notes, Gallery Walk, School-Connect Learning Strategies, Mindmeister, AVI , etc.) and can be seen working on the task talking with peers about the task or lesson topics, reflecting on their work (Stop and Go), or asking questions about the lesson content and activities.	Teacher creates intentional structures to ensure all students share their point of view during the lesson (e.g., Kahoot, PollEverywhere , randomization strategies). Teacher includes learning materials (videos, blogs, websites, content readings) with authors, characters, or content from a variety of backgrounds, genders, ethnicities, sexual orientations, races, etc.). During class discussions and activities, students independently ask questions of the teacher and each other and authentically respond to each other's questions. Students complete instructional tasks, answer questions, submit assignments, and complete projects. Students follow teacher given directions. During the lesson and independent work time, students are engaged with the lesson activities (Chunking, Guided Notes, Gallery Walk, School-Connect Learning Strategies, Mindmeister, AVI , etc.) and can be seen working on the task talking with peers about the task or lesson topics, reflecting on their work (Stop and Go), or asking questions about the lesson content and activities. Teacher intentionally plans for and provides lessons that incorporate relevant, real-world connections or are aligned to students' lived experiences .
1.4 Student-Centered Learning	Teacher leads with few/no opportunities for students to apply their learning.	Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher provides problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s), with minimal teacher support . Teacher guides students to take an active role during the lesson to develop conceptual understanding.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s), with minimal teacher support . Teacher guides students to take an active role during the lesson to develop conceptual understanding.	Learning is predominately student-centered. Direct instruction is provided when appropriate. Teacher creates structures to engage students in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher creates structures for students to take an active role during the lesson to develop conceptual understanding.

Instructional Practice

Practice and Interaction

This strand addresses effective academic instruction that is explicit and engaging, differentiated, and aligned for diverse student needs. Within the Practice and Interactions strand, appraisers will review four indicators: **Lesson Progression and Pacing, Differentiation, Student Engagement, and Student Centered Learning.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

<p>1.4 What This Might Look Like</p>	<p>Teacher ensures that lesson activities are not wholly teacher-led, and divides the time so that some activities are teacher-led and other activities are student-centered. Sample Class Schedules: First Grade Sample Schedule, Second Grade Sample Schedule, Middle School ELA Sample Schedule, High School ELA Sample Schedule. Consider the AISD Literacy Plan for providing student voice and choice in reading and writing activities.</p> <p>Teacher creates activities that allow students to problem-solve in relation to the lesson and directs students through the activities. Teacher includes cooperative learning (e.g., Jigsaw, Think-pair-share, group work with BLEND, Socratic Seminar, Group Discussions in BLEND, CLI activities, projects, etc.) so students can work with peers to analyze, think critically, and problem solve.</p> <p>Providing opportunities for students to take an active role might look like the teacher providing opportunities to share, the teacher creating roles for students to take on during the lesson activities, the teacher providing time for students to discuss lesson topics before, during, or after the lesson, the teacher providing time for students to reflect on their learning/performance and make adjustments or share their thoughts/understanding with their peers/the class. This might also include students engaging in gallery walks, four corners, classroom mingle, quiz-quiz-trade, or other activities.</p> <p>For example, in a lesson about audience, a teacher might have students share real audiences they communicate with, such as family members in text messages, friends on social media, grandparents on phone calls, and then have students write out scripts with each audience in mind. Then students can compare their own messages to different audiences to discuss how the message, tone, topic, and format change based on who they are communicating with.</p>	<p>Teacher ensures that lesson activities are not wholly teacher-led, and divides the time so that some activities are teacher-led and other activities are student-centered. Sample Class Schedules: First Grade Sample Schedule, Second Grade Sample Schedule, Middle School ELA Sample Schedule, High School ELA Sample Schedule. Consider the AISD Literacy Plan for providing student voice and choice in reading and writing activities.</p> <p>Teacher facilitates learning opportunities that allow students to problem-solve in relation to the lesson and students are able to engage in the activity with minimal teacher support. Teacher includes cooperative learning (e.g., Jigsaw, Think-pair-share, group work with BLEND, Socratic Seminar in BLEND, Group Discussions in BLEND, projects, etc.) so students can work with peers to analyze, think critically, and problem solve.</p> <p>Guiding students to take an active role might look like the teacher modeling strategies for students, such as CLI activities, Think-Link-Pair-Share, and then stepping back to allow students to engage in the strategy with their peers. This might also look like students discussing lesson topics before, during, or after the lesson or students reflecting on their learning/performance and making adjustments or sharing their thoughts/understanding with their peers/the class with some teacher support/prompts. This might also include students engaging in gallery walks, four corners, classroom mingle, quiz-quiz-trade, or other activities.</p> <p>For example, in a lesson about audience, a teacher might have students share real audiences they communicate with, such as family members in text messages, friends on social media, grandparents on phone calls, and then have students write out scripts with each audience in mind. Then students can compare their own messages to different audiences to discuss how the message, tone, topic, and format change based on who they are communicating with.</p>	<p>Teacher ensures that lesson activities are minimally teacher-led and learning is predominately student-centered. Sample Class Schedules: First Grade Sample Schedule, Second Grade Sample Schedule, Middle School ELA Sample Schedule, High School ELA Sample Schedule. Consider the AISD Literacy Plan for providing student voice and choice in reading and writing activities.</p> <p>Teacher creates intentional structures that allow students to problem-solve in relation to the lesson, and students are able to engage in activities independently (Making Critical Thinking Explicit and Intentional). For example, a teacher could include a daily problem-solving warm-up that launches the lesson. Teacher routinely includes cooperative learning (e.g., Jigsaw, Think-pair-share, group work with BLEND, Socratic Seminar, Group Discussions in BLEND, projects, etc.) so students are able to work with peers to analyze, think critically, and problem solve during most lessons.</p> <p>Creating structures for students to take an active role might look like students leading discussions around lesson topics, students engaging in CLI activities, sharing their learning with their peers, inquiry-based activities, and students having choice in the lesson activities (playlists). This might also include students engaging in gallery walks, four corners, classroom mingle, quiz-quiz-trade, or other activities.</p>	<p>Teacher ensures that lesson activities are minimally teacher-led and learning is predominately student-centered. Sample Class Schedules: First Grade Sample Schedule, Second Grade Sample Schedule, Middle School ELA Sample Schedule, High School ELA Sample Schedule. Consider the AISD Literacy Plan for providing student voice and choice in reading and writing activities.</p> <p>Teacher creates intentional structures that allow students to problem-solve in relation to the lesson, and students are able to engage in activities independently (Making Critical Thinking Explicit and Intentional). For example, a teacher could include a daily problem-solving warm-up that launches the lesson. Teacher routinely includes cooperative learning (e.g., Jigsaw, Think-pair-share, group work with BLEND, Socratic Seminar, Group Discussions in BLEND, projects, etc.) so students are able to work with peers to analyze, think critically, and problem solve during most lessons.</p> <p>Creating structures for students to take an active role might look like students leading discussions around lesson topics, students engaging in CLI activities, sharing their learning with their peers, inquiry-based activities, and students having choice in the lesson activities (playlists). This might also include students engaging in gallery walks, four corners, classroom mingle, quiz-quiz-trade, or other activities.</p>
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Instructional Practice Standards and Alignment

This strand addresses the teacher's ability to deliver clear, organized and aligned lessons and activities. Within the Standards and Alignment strand, appraisers will review six indicators: **Academic Expectations, Lesson Objectives, Intervention and Extension, Content-Specific Language, Student Misconceptions and Misunderstandings, and Anchors of Support and Student Work.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied in a teacher's classroom. This is not a checklist, or the only possible examples and should not be used in place of the PPTT Instructional Practice Rubric.

Instructional Practice Strand 2: Standards and Alignment					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
2.1 Academic Expectations	<p>Teacher rarely/never communicates high expectations for academic achievement for all students.</p> <p>Teacher rarely/never uses tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher occasionally uses aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher frequently uses aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher consistently uses a variety of aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p> <p>Teacher provides student choice in activities that focus students toward mastery of relevant standards and beyond.</p>	<p>Teacher communicates high expectations for academic achievement for all students.</p> <p>Teacher systematically uses a variety of aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.</p> <p>Teacher creates systems to ensure students know their levels and make choices in activities that focus students toward mastery of relevant standards and beyond.</p>
2.1 <i>What This Might Look Like</i>			<p>Communicating high expectations for academic achievement for all students might include posting classroom behavior and academic rules in the classroom and holding students to those rules, sitting with students individually to review their data, discuss the student's learning, setting goals, and progress monitoring with students, working with students to resubmit any work that was incomplete or work that didn't initially meet the standard, encouraging students to do their best, take risks, make mistakes, reflect, and try again.</p> <p>Frequently using aligned tasks appropriate for diverse learners might look like the teacher often providing a video, website, and article for students to use to learn about the lesson topic before discussing/applying their learning, creating several tasks for students to apply their new learning in different ways (writing, hands-on activities, discussion, scavenger hunt, webquest), etc. Teacher chooses tasks that connect to the students' lived experiences, for example when teaching a lesson about money, a teacher might include ads and a few items from the local grocery store to support student understanding.</p>	<p>Communicating high expectations for academic achievement for all students might include posting classroom behavior and academic rules in the classroom and holding students to those rules, sitting with students individually to review their data, discuss the student's learning, setting goals, and progress monitoring with students, working with students to resubmit any work that was incomplete or work that didn't initially meet the standard, encouraging students to do their best, take risks, make mistakes, reflect, and try again.</p> <p>With few or no exceptions, teacher provides a variety of aligned tasks appropriate for diverse learners such as a video, website, and article for students to choose from to learn about the lesson topic before discussing/applying their learning, offering options for students to complete to apply their new learning in different ways for a single topic (Playlists, Virtual Scavenger Hunts, inquiry-based learning, etc.). Teacher chooses tasks that connect to the students' lived experiences, for example when teaching a lesson about money, a teacher might include ads and a few items from the local grocery store to support student understanding.</p>	<p>Communicating high expectations for academic achievement for all students might include posting classroom behavior and academic rules in the classroom and holding students to those rules, sitting with students individually to review their data, discuss the student's learning, setting goals, and progress monitoring with students, working with students to resubmit any work that was incomplete or work that didn't initially meet the standard, encouraging students to do their best, take risks, make mistakes, reflect, and try again.</p> <p>Teacher creates intentional structures and routines to provide a variety of aligned tasks appropriate for diverse learners such as a video, website, and article for students to choose from to learn about the lesson topic before discussing/applying their learning, offering options for students to complete to apply their new learning in different ways for a single topic (Playlists, Virtual Scavenger Hunts, Collaborative Research in EL/ELD, Project Based Learning, Learning-Based Learning, etc.). Teacher chooses tasks that connect to the students' lived experiences, for example when teaching a lesson about money, a teacher might include ads and a few items from the local grocery store to support student understanding.</p> <p>Teacher creates intentional structures and routines to provide students with or allow students to track their own data, in a developmentally appropriate way, and use the data to reflect on their strengths and needs to decide which activities/skills to focus on and enhance to mastery or beyond. For instance, teacher may teach students to track their reading/math data in iReady in a folder where students highlight skills/TEKS they need additional support in or have mastered. Teacher provides activity options in class for students to choose from to practice/extend their learning on these skills/TEKS.</p>
2.2 Lesson Objectives	<p>Teacher does not communicate the lesson objectives.</p>	<p>Teacher communicates the lesson objectives.</p> <p>Teacher explains why the lesson objectives are important and makes connections to the real world.</p>	<p>Teacher explicitly communicates objectives throughout the lesson.</p> <p>Teacher explains what students are learning, why it is important, and guides students to make connections to prior knowledge, real-world experiences, and/or their own lives.</p>	<p>Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted.</p> <p>Teacher supports students to be able to clearly explain, in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.</p>	<p>Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted.</p> <p>Students can clearly explain, in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.</p>

Instructional Practice Standards and Alignment

This strand addresses the teacher's ability to deliver clear, organized and aligned lessons and activities. Within the Standards and Alignment strand, appraisers will review six indicators: **Academic Expectations, Lesson Objectives, Intervention and Extension, Content-Specific Language, Student Misconceptions and Misunderstandings, and Anchors of Support and Student Work.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Instructional Practice Strand 2: Standards and Alignment	2.2 <i>What This Might Look Like</i>			Objectives are clearly displayed in a location that is visible throughout the lesson. Before, during, and at the end of the lesson, the teacher refers to the learning objectives to ensure that students know what they should be learning or able to do by the end of the lesson. Teacher takes the time to explain each learning objective, to explain why the strategies and/or skills are important, and to help students understand how the learning from each lesson can apply to their own lives and to the real world .	Objectives and success criteria are clearly displayed in a location that is visible throughout the lesson. Teacher may also choose to include learning intentions to guide students to the success criteria. Before, during, and at the end of the lesson, the teacher refers to the learning objectives to ensure that students know what they should be learning or able to do by the end of the lesson. Teacher connects the lesson content to the objectives across lesson activities and scaffolds explanations to help students connect to prior knowledge, real-world applications, and their own lives . Teacher is able to support students so they are able to articulate the lesson objectives and the	Objectives and success criteria are clearly displayed in a location that is visible throughout the lesson. Teacher may also choose to include learning intentions to guide students to the success criteria. Before, during, and at the end of the lesson, the teacher refers to the learning objectives to ensure that students know what they should be learning or able to do by the end of the lesson. Students connect the lesson content to the objectives and are able to articulate the lesson objectives in their own words and make connections to prior knowledge, real-world applications, and their own lives .
	2.3 <i>Intervention and Extension</i>	Teacher rarely/never provides relevant and aligned, targeted intervention, content delivery, and extension. Teacher rarely/never provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher occasionally provides relevant and aligned, targeted intervention, content delivery, and extension. Teacher occasionally provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher frequently provides relevant and aligned, targeted intervention, content delivery, and extension, as needed for all students. Teacher frequently provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher consistently provides relevant and aligned, targeted intervention, content delivery, and extension, as needed for all students. Teacher supports students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher systematically provides relevant and aligned targeted intervention, content delivery, and extension , as needed for all students. Students initiate and engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.
	2.3 <i>What This Might Look Like</i>			Teacher often plans and provides content delivery methods (videos, BLEND, mini-lesson, hands-on activities, etc), targeted intervention activities (rereading, 1-1 or small group reteach, reteach with manipulatives, peer reteach, online activities such as IXL, Reading A-Z, etc.), and extension activities (inquiry activities , critical thinking activities, etc.) aligned to the lesson objectives being taught and to students' instructional needs. Teacher often provides opportunities for students to engage in turn & talks (secondary example), table talks, or other small group discussions around the lesson topics. Teacher plans time and activities for students to further their understanding of the lesson topics. This might look like setting up inquiry stations where students can further research specific aspects of the lesson topic that interested them or providing task cards /games/puzzles related to the lesson topic so students can think creatively to problem-solve.	With few or no exceptions, teacher plans and provides content delivery methods (videos, BLEND, mini-lesson, hands-on activities, etc), targeted intervention activities (rereading, 1-1 or small group reteach, reteach with manipulatives, peer reteach, online activities such as IXL, Reading A-Z, etc.), and extension activities (inquiry activities , critical thinking activities, etc.) aligned to the lesson objectives being taught and to students' instructional needs. With few or no exceptions, teacher plans time during the lesson for students to engage in turn & talks (secondary example) (elementary example), table talks, or other small group discussions around the lesson topics. Teacher plans time and activities for students to further their understanding of the lesson topics. This might look like setting up inquiry stations where students can further research specific aspects of the lesson topic that interested them or providing task cards /games/puzzles related to the lesson topic so students can think creatively to problem-solve. Teacher monitors student discussions/extension activities and provides support and intervention as needed.	Teacher creates systems or routines to plan and provide content delivery methods (videos, BLEND, mini-lesson, hands-on activities, etc), targeted intervention activities (rereading, 1-1 or small group reteach, reteach with manipulatives, peer reteach, online activities such as IXL, Reading A-Z, etc.) and extension activities (inquiry activities , critical thinking activities, etc.) aligned to the lesson objectives being taught and to students' instructional needs. Teacher encourages authentic, student-driven discussions that connect lesson objectives to real-world scenarios or events. Teacher facilitates small group/whole class discussions that extend prior understanding of the lesson topics. While students are driving the direction of the instruction, the teacher is providing appropriate support and intervention as needed.
	2.4 <i>Content-Specific Language</i>	Teacher uses inaccurate language and tools to convey critical information.	Teacher occasionally uses accurate language and tools to convey critical information.	Teacher frequently uses accurate, content-specific language and tools to convey critical information. Teacher directs students to use accurate, content specific language and tools.	Teacher consistently uses accurate, content-specific language and tools to convey critical information at a high level of rigor . Teacher guides students to use accurate, content specific language and tools.	Teacher systematically and effectively uses accurate, content-specific language and tools to convey critical information at a high level of rigor. Students independently use accurate, content specific language and tools.

Instructional Practice Standards and Alignment

This strand addresses the teacher's ability to deliver clear, organized and aligned lessons and activities. Within the Standards and Alignment strand, appraisers will review six indicators: **Academic Expectations, Lesson Objectives, Intervention and Extension, Content-Specific Language, Student Misconceptions and Misunderstandings, and Anchors of Support and Student Work.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

2.4 What This Might Look Like			Teacher often uses accurate, content-specific language and tools. This might look like a teacher using the terms "denominator" and "numerator" instead of top number and bottom number, using the term "setting" instead of "when and where the story takes place" or referring to genres of writing by the genre - "realistic fiction", "fairy tale", "news article" - instead of calling all of these stories. Using appropriate tools might look like using a ruler to measure length instead of using fingers.	With few or no exceptions, teacher guides students to use accurate, content-specific language and tools. This might look like students being able to explain information independently or collaboratively with teacher assistance. Possible sources of evidence: word walls, vocabulary charts, binder, student-created dictionaries, lesson plans and presentation materials, AVID 1-Pager, teacher-facilitated Socratic seminars , student writing, interactive notebook, open-ended	Teacher creates systems or routines to effectively use accurate, content-specific language and tools. This might look like students being able to analyze information and generate questions independently or collaboratively. Possible sources of evidence: word walls , vocabulary charts, binder, student-created dictionaries, lesson plans and presentation materials, open-ended questioning strategies, CLI strategies, AVID 1-Pager, student-facilitated Socratic seminars, student writing, interactive notebook, interactive word walls
2.5 Student Misconceptions and Misunderstandings	Teacher conveys inaccurate content knowledge, or does not apply content knowledge , to address student misunderstandings and misconceptions.	Teacher applies content knowledge to accurately address student misunderstandings and misconceptions.	Teacher applies content knowledge to accurately address student misunderstandings and misconceptions and responds with appropriate scaffolding .	Teacher applies extensive content knowledge in order to proactively anticipate, plan for, and preemptively address common student misunderstandings and misconceptions.	Teacher applies extensive content knowledge in order to proactively anticipate, plan for, and preemptively address common student misunderstandings and misconceptions. Teacher addresses misconceptions to facilitate deeper learning and inspire further exploration and discovery .
2.5 What This Might Look Like			Applying content knowledge to accurately address student misunderstandings might look like the teacher using formative assessments to determine student misconceptions and then using the teacher's knowledge of their content to address those misconceptions through discussions, feedback, or reteaching. Some options for formative assessment tools might be Kahoot , Google Forms , exit ticket , Seesaw, white boards , etc.	Teacher applies extensive content knowledge to accurately predict and address student misunderstandings. This might look like the teacher using formative assessments to determine student misconceptions and then using the teacher's knowledge of their content to address those misconceptions through discussions, feedback, or reteaching. Some options for formative assessment tools might be Kahoot , Google Forms , exit ticket , Seesaw, white boards , etc. Teacher provides skills and strategies for students to practice before anticipated misunderstandings or misconceptions can occur.	Teacher applies extensive content knowledge to accurately predict and address student misunderstandings. This might look like the teacher using formative assessments to determine student misconceptions and then using the teacher's knowledge of their content to address those misconceptions through discussions, feedback, or reteaching. Some options for formative assessment tools might be Kahoot , Google Forms , exit ticket , Seesaw, white boards , etc. Teacher provides skills and strategies for students to practice before anticipated misunderstandings or misconceptions can occur. Teacher provides space for students to explore, inquire, and discover as related to continued learning. For example, in an elementary classroom, this may be students asking questions. In a secondary classroom, this could be students using online databases to find answers to their own inquiries.
2.6 Anchors of Support and Student Work	Teacher rarely/never incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. Student work and exemplars are not aligned to current objectives.	Teacher occasionally incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. Teacher creates and directs student use of supports. Student work and exemplars are mostly aligned to current objectives.	Teacher frequently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. There is evidence of class collaboration in the creation of anchors of support and teacher directs student use of supports. Student work and exemplars are clearly aligned to current objectives.	Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. There is evidence of class collaboration in the creation of anchors of support and students engage with supports, with teacher guidance . Student work and exemplars are clearly aligned to current objectives.	Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. There is clear evidence of class collaboration in the creation of anchors of support and students independently engage with supports. Student work and exemplars are clearly aligned to current objectives and integrate and build on/reinforce prior or future learning.

Instructional Practice

Standards and Alignment

This strand addresses the teacher's ability to deliver clear, organized and aligned lessons and activities. Within the Standards and Alignment strand, appraisers will review six indicators: **Academic Expectations, Lesson Objectives, Intervention and Extension, Content-Specific Language, Student Misconceptions and Misunderstandings, and Anchors of Support and Student Work.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

<p>2.6 What This Might Look Like</p>			<p>Student work and exemplars or assignments are posted in the classroom. Anchors of support such as reference material, anchor charts, word walls, charts, maps, graphs, and other supplemental aids are posted on the walls and/or available at student desks and the teacher refers to these often when teaching. Students may also have access to other supplemental aids and references such as interactive notebooks and student-created dictionaries that are designed to support students in meeting the learning goals of the lesson.</p> <p>Bulletin boards, anchor charts, word walls, charts, graphs, etc. show evidence of teacher and student creation and are aligned to the objectives for the unit. The teacher reminds students to use these supplemental aids as they work.</p> <p>All of the student work, anchors of support, and supplemental aids directly align with the learning objectives of the current lesson or unit.</p>	<p>Student work and exemplars or assignments are posted in the classroom. Class created anchors of support such as reference material, anchor charts, word walls, charts, maps, graphs, and other supplemental aids are posted on the walls and/or available at student desks and the teacher refers to these frequently when teaching. Students have access to other supplemental aids and references such as interactive notebooks and student-created dictionaries that are designed to support students in meeting the learning goals of the lesson.</p> <p>Bulletin boards, anchor charts, word walls, charts, graphs, etc. show evidence of teacher and student creation and are aligned to the objectives for the unit. Students engage and interact with anchors of support independently, with teacher assistance.</p> <p>All of the student work, anchors of support, and supplemental aids directly align with the learning objectives of the current lesson or unit.</p>	<p>Student work and exemplars or assignments are posted in the classroom. Class created anchors of support such as reference material, anchor charts, word walls, charts, maps, graphs, and other supplemental aids are posted on the walls and/or available at student desks and the teacher refers to these frequently when teaching. Students have access to other supplemental aids and references such as interactive notebooks and student-created dictionaries that are designed to support students in meeting the learning goals of the lesson.</p> <p>Bulletin boards, anchor charts, word walls, charts, graphs, etc. show clear evidence of teacher and student creation and are aligned to the objectives for the unit. Students independently engage and interact with anchors of support.</p> <p>All of the student work, anchors of support, and supplemental aids directly align with the learning objectives of the current lesson or unit and integrate and build on/reinforce prior or future learning. This may include: anchor charts from previous units that connect to current teaching, the creation of on-going word walls, interactive timeline, etc.</p>
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Instructional Practice Assessment and Feedback

This strand addresses the teacher's use of formal and informal methods to measure student progress, how the teacher analyzes student data to inform instruction, and the feedback provided to students. Within the **Assessment and Feedback strand, appraisers will review three indicators: Checks for Understanding and Adjustment, High-Level Questioning, and Feedback.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied in a teacher's classroom. This is not a checklist, or the only possible examples and should not be used in place of the PPTF Instructional Practice Rubric.

Instructional Practice Strand 3: Assessment and Feedback					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
3.1 Checks for Understanding and Adjustment	<p>Teacher rarely/never checks for understanding through questioning, assessment, or academic feedback.</p> <p>Teacher rarely/never collects, analyzes, and reflects on student input in order to monitor and adjust instruction.</p> <p>Teacher rarely/never provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher occasionally checks for understanding through questioning, assessment, or academic feedback.</p> <p>Teacher occasionally collects, analyzes, and reflects on student input in order to monitor and adjust instruction.</p> <p>Teacher occasionally provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher frequently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback.</p> <p>Teacher frequently collects, analyzes, and reflects on student input in order to monitor and adjust instruction.</p> <p>Teacher frequently provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher consistently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback.</p> <p>Teacher consistently collects, analyzes, and reflects on student input in order to monitor and adjust instruction to effectively respond to diverse student needs.</p> <p>Teacher consistently guides students to understand and apply their data in order to engage in self assessment, goal setting, and progress monitoring.</p>	<p>Teacher systematically uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback.</p> <p>Teacher systematically collects, analyzes, and reflects on student input in order to monitor and adjust instruction to effectively respond to diverse student needs and ultimately increase academic growth.</p> <p>Teacher and students collaboratively apply their data in order to engage in self assessment, goal setting, and progress monitoring.</p>
3.1 <i>What This Might Look Like</i>			<p>Teacher often uses discreet and explicit checks for understanding. This might look like a teacher using an app, popsicle sticks, or some other tool to call on students to answer specific questions or teacher may quietly confer with individual students to check understanding of content. Teacher may use whiteboards, remotes, cards, think/pair/shares, Quickwrites, Visual brainstorming and other CU strategies, or online tools like padlet, polleverywhere, dotstorm, Nearpod, etc., for students to share their understanding of lesson topics.</p> <p>Teacher often analyzes student responses to make instructional decisions. For example, if students share their understanding of a lesson through a padlet, but the teacher notices many students have the same misunderstanding of the content, the teacher could teach a mini lesson the following class period to address the misunderstanding that appeared in student responses.</p> <p>Teacher often guides students as they examine their data and supports students to self-assess, set learning goals, and monitor their own progress. For example, teachers may have 1-1 conferences bi-weekly or monthly to share student data and allow the student to set goals before making a plan for how students will monitor their own progress. With teacher guidance, the student tracks their own growth and is part of the decision-making process for individual learning goals.</p>	<p>With few or no exceptions, teacher uses discreet and explicit checks for understanding. This might look like a teacher using an app, popsicle sticks, or some other tool to call on students to answer specific questions or teacher may quietly confer with individual students to check understanding of content. Teacher may use whiteboards, remotes, cards, think/pair/shares, Quickwrites, visual brainstorming and other CU (LUNK) strategies, or online tools like padlet, polleverywhere, dotstorm, Nearpod etc., for students to share their understanding of lesson topics.</p> <p>With few or no exceptions, teacher analyzes student responses to make instructional decisions to effectively respond to diverse student needs. For example, if students share their understanding of a lesson through a padlet, but the teacher notices many students have the same misunderstanding of the content, the teacher could create learning groups focused on the targeted skill or learning objective that meets the individual needs of each learning group. Then, the teacher could facilitate these groups the following class period to address the misunderstanding that appeared in student responses.</p> <p>With few or no exceptions, teacher guides students as they examine their data and supports students to self-assess, set learning goals, and monitor their own progress. For example, teachers may have 1-1 conferences bi-weekly or monthly to share student data and allow the student to set goals before making a plan for how students will monitor their own progress. With teacher guidance, the student tracks their own growth and is part of the decision-making process for individual learning goals.</p>	<p>Teacher creates structures or routines to use discreet and explicit checks for understanding. This might look like a teacher using an app, popsicle sticks, or some other tool to call on students to answer specific questions or teacher may quietly confer with individual students to check understanding of content. Teacher may use whiteboards, remotes, cards, think/pair/shares, Quickwrites, visual brainstorming and other CU (LUNK) strategies, or online tools like padlet, polleverywhere, dotstorm, Nearpod, etc., for students to share their understanding of lesson topics.</p> <p>Teacher creates systems or routines to analyze student responses to make instructional decisions. For example, if students share their understanding of a lesson through a padlet, but the teacher notices many students have the same misunderstanding of the content, the teacher could create learning groups focused on the targeted skill or learning objective that meets the individual needs of each learning group. Then, the teacher could facilitate these groups the following class period to address the misunderstanding that appeared in student responses. Teacher's decision making with regards to data ultimately leads to students' academic growth.</p> <p>Teacher has clear systems in place to collaborate with students as they examine their data and supports students to self-assess, set learning goals, and monitor their own progress. For example, teachers may have 1-1 conferences bi-weekly or monthly to share student data and allow the student to set goals before making a plan for how students will monitor their own progress. The student independently tracks their own growth and is part of the decision-making process for individual learning goals.</p>

Instructional Practice

Assessment and Feedback

This strand addresses the teacher's use of formal and informal methods to measure student progress, how the teacher analyzes student data to inform instruction, and the feedback provided to students. Within the **Assessment and Feedback strand, appraisers will review three indicators: Checks for Understanding and Adjustment, High-Level Questioning, and Feedback.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Instructional Practice Strand 3 - Assessment		3.2 Questioning	3.2 Questioning	3.2 Questioning	3.2 Questioning	3.2 Questioning
		Teacher rarely/never asks questions or asks questions that do not support or align to the objectives of the lesson. Teacher rarely/never uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.	Teacher occasionally asks and students answer questions that support understanding of the learning objective(s) and reteaches content when necessary. Teacher occasionally uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.	Teacher frequently asks and students answer questions that support a deeper understanding of the learning objective(s) and reteaches content when necessary. Teacher frequently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant and aligned to the learning objective(s).	Teacher asks and students answer questions at the creative, evaluative, and/or analysis levels that support mastery of and broader connections to the learning objective(s) and reteaches content when necessary. Teacher consistently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), meaningful to students' lives and culture, and have real-world applications.	Teacher consistently plans for, asks, and students answer questions at the creative, evaluative and/or analysis levels that support mastery of and broader connections to the learning objective(s) and reteaches content when necessary. Teacher systematically uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), meaningful to students' lives and culture, and have real-world applications. Students engage in higher-order thinking both independently and with peers.
				Teacher uses a variety of strategies or techniques to engage students in thinking around high-level questions. High level questions are those that cannot be answered through recalling information or reading directly from a text; these questions require students to think beyond literal questions to analyze, synthesize, evaluate, or create. For example, a teacher may ask students to consider a specific historical event and then respond to a question with the stem, "how might history have changed if..." Teacher often uses a variety of questioning strategies and techniques that deepen understanding, such as Questioning techniques : Four Corners, Accountable Talk, Sentence Stems) to engage students in goal-activities around their learning and behavior, reflection activities (3-2-1, Give One, Get One, or other Active Learning Strategies , to get students thinking about and evaluating their learning and progress. The questioning techniques used by the teacher enable students to respond to the teacher and their peers to communicate their ideas and understanding. Teacher creates activities that require students to problem solve, and/or draw conclusions: Inquiry Based Learning, CU Strategies like Role Play, Hot Seating , Build a Phrase, Songwriting, Art Talk, etc.	Teacher uses a variety of strategies or techniques to engage students in thinking around high-level questions. High level questions are those that cannot be answered through recalling information or reading directly from a text; these questions require students to think beyond literal questions to analyze, synthesize, evaluate, or create. For example, a teacher may ask students to consider a specific historical event and then respond to a question with the stem, "how might history have changed if..." With few or no exceptions, teacher uses a variety of questioning strategies and techniques that lead to mastery such as Questioning techniques : Four Corners, Accountable Talk, Sentence Stems , etc., to engage students in goal-activities around their learning and behavior, reflection activities (3-2-1, Give One, Get One, or other Active Learning Strategies) to get students thinking about and evaluating their learning and progress. The questioning techniques used by the teacher enable students to respond to the teacher and their peers to communicate their ideas and understanding. With few or no exceptions, teacher creates activities that are meaningful to students' lives and culture and have real-world applications that require students to problem solve, and/or draw conclusions: Inquiry Based Learning, CU Strategies like Role Play, Hot Seating , Build a Phrase, Songwriting, Art Talk, etc.	Teacher consistently plans for and uses a variety of strategies or techniques to engage students in thinking around high-level questions. High level questions are those that cannot be answered through recalling information or reading directly from a text; these questions require students to think beyond literal questions to analyze, synthesize, evaluate, or create. For example, a teacher may ask students to consider a specific historical event and then respond to a question with the stem, "how might history have changed if..." Teacher creates systems or routines to use a variety of questioning strategies and techniques, such as Questioning techniques : Four Corners, Accountable Talk, Sentence Stems , to engage students in goal-activities around their learning and behavior, reflection activities (3-2-1, Give One, Get One, or other Active Learning Strategies) to get students thinking about and evaluating their learning and progress. The questioning techniques used by the teacher enable students to respond to the teacher and their peers to communicate their ideas and understanding. Teacher consistently creates activities that are meaningful to students' lives and culture and have real-world applications that require students to problem solve, and/or draw conclusions: Socratic Seminar, Inquiry Based Learning, CU Strategies like Role Play, Hot Seating , Build a Phrase, Songwriting, Art Talk, etc.
		Teacher rarely/never provides relevant and timely feedback that affirms, clarifies, and advances the learning.	Teacher occasionally provides relevant and timely feedback that affirms, clarifies, and advances the learning.	Teacher frequently provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).	Teacher consistently provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).	Teacher systematically provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).
				Teacher frequently providing relevant and timely feedback that affirms, clarifies, and advances student understanding and mastery of content might look the teacher often offering whole class feedback, individual student feedback, praise, data trackers, written feedback in student journals, post-it notes, questioning to clarify misunderstandings, conferring, reflective questioning.	Teacher consistently providing relevant and timely feedback that affirms, clarifies, and advances student understanding and mastery of content might look the teacher offering whole class feedback, individual student feedback, praise, data trackers, written feedback in student journals, post-it notes, questioning to clarify misunderstandings, conferring, reflective questioning with few or no exceptions.	Teacher systematically providing relevant and timely feedback that affirms, clarifies, and advances student understanding and mastery of content might look the teacher creating a routine or system to provide whole class feedback, individual student feedback, praise, data trackers, written feedback in student journals, post-it notes, questioning to clarify misunderstandings, conferring, reflective questioning.

Instructional Practice Routines and Procedures

This strand addresses the established systems and structures in a classroom that create a safe, accessible and inclusive environment. Within the Routines and Procedures strand, appraisers will review five indicators: **Established Expectations, Shared Responsibility, Monitoring Behavior, Acknowledgments, and Physical Environment.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The What This Might Look Like supplemental resources provide examples of how the rubric expectations might be applied in a teacher's classroom. This is not a checklist, or the only possible examples and should not be used in place of the PPT Instructional Practice Rubric.

Instructional Practice Strand 4: Routines and Procedures					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
4.1 Established Expectations	Teacher rarely/never provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher frequently provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher supports/reminds students to apply established behavior expectations and/or behaviors independently.	Teacher needs to provide minimal support for students to be able to apply established behavior expectations and/or behaviors independently.	Teacher creates structures to ensure students are self-directed , in a developmentally appropriate way, and apply established behavior expectations and/or behaviors.
4.1 What This Might Look Like			Teacher models expected behaviors for students and reminds students to follow the communicated behavior expectations. Teacher may refer to an anchor chart of behavior expectations or may enlist students to model expected behaviors for their peers in a Fishbowl activity. It might also look like reviewing behavior expectations during a morning meeting , Advisory , or welcoming ritual .	Students are able to follow the communicated behavior expectations with little support from the teacher. For example, the teacher indicates that for the day's activities, students will need to sit in different small groups than usual. The teacher communicates that students should take notes during the direct instruction portion of the lesson. Students are able to sit in their newly indicated groups and take notes during direct instruction, and the teacher only has to provide a reminders to a small number of students about the grouping and note-taking expectations. This could look like students being mindful of behavior expectations or issues that were addressed in a morning meeting or welcoming ritual and exhibiting positive behaviors.	Teacher creates systems that enable students to be self-directed and follow the communicated behavior expectations in developmentally appropriate ways. For example, the teacher has set up the daily opening routine for students to greet the teacher at the door, then walk into the classroom, collect their interactive notebook from the crate, and get started on the warm up. When the bell rings, all students are seated or almost ready to take their seats with their notebooks. Students begin work on the warm up without specific teacher reminders. This could look evidence of a social contract that is student-generated and is visible in the classroom. This could also look like students who initiate classroom routines and self-start without prompting from the teacher. Teacher makes a reasonable, good faith effort to ensure that classroom routines and procedures are displayed via multimodal and multilingual methods. For example, the routines are displayed with corresponding images on a bulletin board in both English and other languages represented in the classroom community.
4.2 Shared Responsibility	Teacher rarely/never provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher occasionally provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment .	Teacher and students share responsibility for the maintenance of classroom expectations and an inclusive environment with minimal teacher support .	Students demonstrate a sense of stewardship for the management of classroom expectations and maintaining an inclusive environment.
4.2 What This Might Look Like			Teacher provides opportunities for students to share in the responsibilities of maintaining the classroom expectations; students participate in class jobs/roles to ensure that classroom expectations are followed with teacher support. This may look like a visible job chart that the teacher manages and references for students to share in the responsibility of the classroom.	Teacher and students share in the responsibilities of maintaining the classroom expectations; students participate in class jobs/roles to ensure that classroom expectations are followed with little teacher support. This could look like evidence of a social contract between students and teacher that is visible in the classroom or is referenced by students, with minimal teacher support.	Students lead the management of the classroom expectations; students participate in class jobs/roles to ensure that classroom expectations are followed with little to no teacher direction. This could look like students who initiate classroom expectations and hold each other accountable for maintaining an inclusive environment based on established expectations (social contract) without prompting from the teacher. This could look like a classroom point system where students respectfully and discretely help and remind peers of expectations when the need arises.
4.3 Monitoring Behavior	Teacher rarely/never monitors behavior. Behavior consequences are inconsistent, inequitable, and/or do not align to the district standards/expectations.	Teacher occasionally monitors behavior. Behavior consequences are consistent, equitable and align to the district standards/expectations. Teacher occasionally uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful but may cause disruption to the lesson momentum.	Teacher frequently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development . Teacher frequently uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful with little disruption to the lesson momentum.	Teacher consistently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher consistently uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, and respectful without disrupting the lesson momentum.	Teacher consistently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development. Teacher systematically uses strategies to focus or re-direct students when needed that are timely, specific, sensitive to individual needs, respectful, proactive, and preventive without disrupting the lesson momentum.

Instructional Practice Routines and Procedures

This strand addresses the established systems and structures in a classroom that create a safe, accessible and inclusive environment. Within the Routines and Procedures strand, appraisers will review five indicators: **Established Expectations, Shared Responsibility, Monitoring Behavior, Acknowledgments, and Physical Environment.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

nd 4:	4.3 What This Might Look Like		<p>Teacher often monitors behavior in a way that respects students' privacy. For example, any redirection is done discreetly and in a manner in which other students are not aware of the interaction or its purpose. This could look like an agreed-upon nonverbal signal to refocus, or a post-it note reminder on a student's desk, or a call and response for the entire class to refocus. Teacher follows district behavior expectations and consequences consistently, conferring privately with the student, making phone calls to parents/guardians/caregivers, using restorative practices, documenting in eCST, counseling referrals.</p> <p>Teacher often addresses off-task behaviors quickly and is able to refocus students to appropriate behaviors through relationship building, individual reminders, redirection, proximity, etc. Behavior redirection has little impact on the lesson momentum. For example, if a student is reading a book under their desk while they should be engaging in a small group discussion, the teacher walks over to the student and privately reminds them to put away their book and join the discussion. Other students are distracted by the interruption but with teacher redirection, they are able to return to their discussion. This could also look like praising students who are demonstrating or exhibiting desired or expected behaviors.</p> <p>Possible resources: PBIS Tier 1 Interventions Tier 2 Interventions Tier 3 Interventions AISD Behavior Interventions</p>	<p>With few or no exceptions, teacher monitors behavior in a way that respects students' privacy. For example, any redirection is done discreetly and in a manner in which other students are not aware of the interaction or its purpose. This could look like an agreed-upon nonverbal signal to refocus, or a post-it note reminder on a student's desk, or a call and response for the entire class to refocus. Teacher follows district behavior expectations and consequences consistently, conferring privately with the student, making phone calls to parents/guardians/caregivers, using restorative practices, documenting in eCST, counseling referrals.</p> <p>With few or no exceptions, teacher addresses off-task behaviors quickly and is able to refocus students to appropriate behaviors through relationship building, individual reminders, redirection, proximity, etc. Behavior redirection has no impact on the lesson momentum. For example, if a student is reading a book under their desk while they should be engaging in a small group discussion, the teacher walks over to the student and privately reminds them to put away their book and join the discussion. Other students, even those seated next to the student who is off-task, continue to engage in their discussion uninterrupted. This could also look like verbally praising students who are demonstrating or exhibiting desired or expected behaviors or distributing incentives/motivators (PBIS).</p> <p>PBIS Tier 1 Interventions Tier 2 Interventions Tier 3 Interventions AISD Behavior Interventions</p>	<p>Teacher consistently monitors behavior in a way that respects students' privacy. For example, any redirection is done discreetly and in a manner in which other students are not aware of the interaction or its purpose. This could look like an agreed-upon nonverbal signal to refocus, or a post-it note reminder on a student's desk, or a call and response for the entire class to refocus. Teacher follows district behavior expectations and consequences consistently, conferring privately with the student, making phone calls to parents/guardians/caregivers, using restorative practices, documenting in eCST, counseling referrals.</p> <p>Teacher creates structures or routines to address off-task behaviors quickly and is able to refocus students to appropriate behaviors through relationship building, individual reminders, redirection, proximity, etc. Behavior redirection has no impact on the lesson momentum. For example, if a student is reading a book under their desk while they should be engaging in a small group discussion, the teacher or peer may signal the reading student with a nonverbal, previously-taught signal and the student self-corrects. Other students, even those seated next to the student who is off-task, continue to engage in their discussion uninterrupted. This could also look like verbally praising students who are demonstrating or exhibiting desired or expected behaviors or distributing incentives/motivators (PBIS). The teacher recognizes and ensures equitable distribution of praise and incentives/motivators.</p> <p>PBIS Tier 1 Interventions Tier 2 Interventions Tier 3 Interventions AISD Behavior Interventions</p>
	4.4 Acknowledgments	<p>Teacher rarely/never reinforces positive behaviors in a way that meets district standards/expectations.</p> <p>Teacher rarely/never provides process-centered feedback for their accomplishments and efforts.</p>	<p>Teacher occasionally reinforces positive behaviors in a way that meets district standards/expectations.</p> <p>Teacher occasionally provides process-centered feedback for their accomplishments and efforts.</p>	<p>Teacher frequently reinforces positive behaviors in a way that meets district standards/expectations.</p> <p>Teacher frequently provides process-centered feedback to all students for their accomplishments and efforts.</p> <p>Teacher provides opportunities for students to self-reflect and acknowledge each other's accomplishments and efforts.</p>	<p>Teacher consistently reinforces positive behaviors in a way that meets district standards/expectations.</p> <p>Teacher consistently provides process-centered feedback to all students for their accomplishments and efforts.</p> <p>Teacher support needed is minimal for students to self-reflect and acknowledge each other's accomplishments and efforts.</p>

Instructional Practice Routines and Procedures

This strand addresses the established systems and structures in a classroom that create a safe, accessible and inclusive environment. Within the Routines and Procedures strand, appraisers will review five indicators: **Established Expectations, Shared Responsibility, Monitoring Behavior, Acknowledgments, and Physical Environment.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

<p>4.4 What This Might Look Like</p>			<p>Teacher often follows district standards to reinforce positive behavior, i.e. "Caught being Good," PBS. For example, instead of chastising students who aren't in their seats when the bell rings, the teacher thanks students by name who were practicing the expected behavior standard of being in their seats when the bell rings.</p> <p>Teacher provides opportunities for students to hold each other accountable for appropriate behavior and encourage positive behavior, such as by creating class "jobs" where each student is responsible for something, such as collecting the independent reading books, collecting the interactive notebooks, reminding other students to get started on the warm up, and when students see others are on task, they praise the expected behavior (Matt, thanks for making sure our group had their books).</p> <p>Teacher often provides time for students to self-reflect on their own behavior. For example, at the beginning of each class period, the teacher may say to the class, "What is your responsibility in class today? How did you perform last class? What do you need to do differently to be successful in class today? How can you help your peers be successful today?" This could also look like a weekly writing reflection activity for students to consider their actions over the past week.</p> <p>Possible Resources: AISD MTSS: Scaffolding Classroom Management with Positive Behavior Support strategies (pp. 22-26)</p>	<p>With few or no exceptions, teacher follows district standards to reinforce positive behavior, i.e. "Caught being Good," PBS. For example, instead of chastising students who aren't in their seats when the bell rings, the teacher thanks students by name who were practicing the expected behavior standard of being in their seats when the bell rings.</p> <p>With few or no exceptions, teacher provides opportunities for students to hold each other accountable for appropriate behavior and encourage positive behavior, such as by creating class "jobs" where each student is responsible for something, such as collecting the independent reading books, collecting the interactive notebooks, reminding other students to get started on the warm up, and when students see others are on task, they praise the expected behavior (Matt, thanks for making sure our group had their books).</p> <p>With few or no exceptions, teacher provides time for students to self-reflect on their own behavior. For example, at the beginning of each class period, the teacher may say to the class, "What is your responsibility in class today? How did you perform last class? What do you need to do differently to be successful in class today? How can you help your peers be successful today?"</p> <p>This could look like a classroom point system where students respectfully help and remind peers of expectations when the need arises and express positive validation to peers for accomplishments, with minimal support from teacher.</p> <p>Possible Resources: AISD MTSS: Scaffolding Classroom Management with Positive Behavior Support strategies (pp. 22-26)</p>	<p>Teacher systematically finds and reinforces positive behavior with strategies, i.e. "Caught being Good," PBS. For example, instead of chastising students who aren't in their seats when the bell rings, the teacher thanks students by name who were practicing the expected behavior standard of being in their seats when the bell rings.</p> <p>Teacher consistently provides opportunities for students to hold each other accountable for appropriate behavior and encourage positive behavior, such as by creating class "jobs" where each student is responsible for something, such as collecting the independent reading books, collecting the interactive notebooks, reminding other students to get started on the warm up, and when students see others are on task, they praise the expected behavior (Matt, thanks for making sure our group had their books).</p> <p>Teacher systematically provides time for students to self-reflect on their own behavior. For example, at the beginning of each class period, the teacher may say to the class, "What is your responsibility in class today? How did you perform last class? What do you need to do differently to be successful in class today? How can you help your peers be successful today?"</p> <p>This could look like a classroom point system where students independently and respectfully help and remind peers of expectations when the need arises and express positive validation to peers for accomplishments, without prompting from teacher.</p> <p>Possible Resources: AISD MTSS: Scaffolding Classroom Management with Positive Behavior Support strategies (pp. 22-26)</p>
<p>4.5 Physical Environment</p>	<p>Teacher does not create a safe, accessible, and efficient physical environment that allows for transitions between learning activities.</p>	<p>Teacher creates a safe, accessible, and efficient physical environment that allows for transitions between learning activities.</p>	<p>Teacher creates a safe, accessible, and efficient physical environment that allows for transitions with minimal disruption between learning activities.</p> <p>Teacher directs students to transition in an orderly, efficient manner to maximize instructional time.</p>	<p>Teacher creates a safe, accessible, and efficient physical environment that allows for transitions with minimal disruption between learning activities.</p> <p>Teacher direction/reminders needed are minimal for students to transition in an orderly, efficient manner to maximize instructional time.</p>	<p>Teacher creates a safe, accessible, and efficient physical environment that allows for seamless transitions between learning activities.</p> <p>Teacher creates systems to ensure students independently transition in an orderly, efficient, and seamless manner to maximize instructional time.</p>
<p>4.5 What This Might Look Like</p>			<p>The classroom environment is physically safe for class activities to occur and materials needed for classroom activities are accessible to all; the classroom is neat, organized, and free from clutter.</p> <p>Teacher directing orderly transitions might look like the teacher using a timer, reminders, and/or explicit directions to ensure that students are able to move from one activity to the next in a quick and organized way so that the majority of class time is used for instruction and learning activities. Student materials are easily accessible for all students or an assigned student to pick up and distribute, papers are passed in a quick and orderly manner, students are quickly able to locate the place in the room where they need to be.</p>	<p>The classroom environment is physically safe for class activities to occur and materials needed for classroom activities are accessible to all; the classroom is neat, organized, and free from clutter.</p> <p>Teacher has established systems in place that ensure orderly transitions with minimal teacher direction that might look like the teacher using a timer, reminders, and/or explicit directions to ensure that students are able to move from one activity to the next in a quick and organized way so that the majority of class time is used for instruction and learning activities. Student materials are easily accessible for all students or an assigned student to pick up and distribute, papers are passed in a quick and orderly manner, students are quickly able to locate the place in the room where they need to be. There is clear evidence that systems have been pre-taught and practiced over time. This could look like when reading time is over and the timer goes off, students take out their notebooks for the next activity with minimal prompting from the teacher.</p>	<p>The classroom environment is physically safe for class activities to occur and materials needed for classroom activities are accessible to all; the classroom is neat, organized, and free from clutter.</p> <p>Teacher has established systems in place that ensure orderly and independent transitions that might look like the teacher using a timer, reminders, and/or explicit directions to ensure that students are able to move from one activity to the next in a quick and organized way so that the majority of class time is used for instruction and learning activities. Student materials are easily accessible for all students or an assigned student to pick up and distribute, papers are passed in a quick and orderly manner, students are quickly able to locate the place in the room where they need to be. There is clear evidence that systems have been pre-taught and practiced over time. This could look like when reading time is over and the timer goes off, students take out their notebooks for the next activity without prompting from the teacher.</p>

Instructional Practice Classroom Climate and Culture

This strand addresses the classroom climate, or the mood, attitude, standards, and tone that students feel when they are in a classroom, and classroom culture, which involves creating an environment where students feel safe, free to take risks, accepted and included. Within the Classroom Climate and Culture strand, appraisers will review five indicators: **Identity Safe Classrooms, Diverse Learning Opportunities, Student Contributions, Collaboration and Communications, and Growth Mindset.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied in a teacher's classroom. This is not a checklist, or the only possible examples and should not be used in place of the PPFT Instructional Practice Rubric.

Instructional Practice Strand 5: Classroom Climate and Culture					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
5.1 Identity Safe Classrooms	Teacher rarely/never communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained.	Teacher occasionally communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained.	Teacher frequently communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Teacher fosters mutual respect and collaboration that demonstrates empathy and promotes acceptance.	Teacher consistently promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Teacher provides guidance in order for students to foster mutual respect and collaboration that demonstrates empathy and promotes acceptance.	Teacher systematically promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Students lead a classroom where mutual respect and collaboration that demonstrate empathy and promote acceptance.
5.1 <i>What This Might Look Like</i>			Teacher often demonstrates an intentional effort to welcome and include all students so that they feel safe to be themselves regardless of how they identify, with respect to their culture, race, gender, sexual orientation, home language, socio-economic status, ability level, or heritage. This may look like the teacher creating opportunities for all students to share their perspectives in the classroom and highlighting the diverse experiences and ideas of students as a great resource for learning from one another, the teacher making intentional efforts to be open, warm, and caring with all students to create positive relationships, and the teacher ensuring the classroom environment focuses on students' emotional and physical comfort (put every students' work on the wall, include posters and images that include people who look like their students). This could also look having a culturally proficient classroom library that includes diverse authors and characters. Teacher fosters mutual respect and collaboration that demonstrates empathy and promotes acceptance. This might look like teachers ensuring all student voices are welcomed and heard, showing interest in what students have to say, showing gratitude that they shared their opinions, being encouraging to students, and showing support by using students' feedback to make suggested changes to instruction or the classroom environment. Teacher makes a reasonable, good faith effort to communicate using multimodal methods and attempts to match student communication preferences. This could look like a teacher using an app like Remind or utilizing Announcements or Inbox in BLEND, or sending a note home to communicate efficiently with students.	With few or no exceptions, teacher demonstrates an intentional effort to welcome and include all students so that they feel safe to be themselves regardless of how they identify, with respect to their culture, race, gender, sexual orientation, home language, socio-economic status, ability level, or heritage. This may look like the teacher creating opportunities for all students to share their perspectives in the classroom and highlighting the diverse experiences and ideas of students as a great resource for learning from one another, the teacher making intentional efforts to be open, warm, and caring with all students to create positive relationships, and the teacher ensuring the classroom environment focuses on students' emotional and physical comfort (put every students' work on the wall, include posters and images that include people who look like their students). This could also look having a culturally proficient classroom library that includes diverse authors and characters. Teacher provides guidance to foster mutual respect and collaboration that demonstrates empathy and promotes acceptance. This might look like the teacher intentionally modeling and describing for students the actions they take to ensure that all student voices are welcomed and heard, to show interest in what students have to say, to show gratitude that they shared their opinions, to be encouraging to students, and to show support by using students' feedback to make suggested changes to instruction or the classroom environment, and the teacher making time for students to practice these skills with each other. Teacher makes a reasonable, good faith effort to communicate using multimodal methods and attempts to match student communication preferences. This could look like a teacher using an app like Remind or utilizing Announcements or Inbox in BLEND, or sending a note home to communicate efficiently with students.	Teacher creates intentional structures and routines to demonstrate an intentional effort to welcome and include all students so that they feel safe to be themselves regardless of how they identify, with respect to their culture, race, gender, sexual orientation, home language, socio-economic status, ability level, or heritage. This may look like the teacher planning daily opportunities for all students to share their perspectives in the classroom and highlighting the diverse experiences and ideas of students as a great resource for learning from one another by acting on their ideas or posting their thoughts in the classroom, the teacher including daily check-in routines that promote the growth of positive relationships, and the teacher checking daily with students to see if any adjustments need to be made to the classroom environment to support students' emotional and physical comfort. This could also look having a culturally proficient classroom library that includes diverse authors and characters. Students are leaders in a classroom where mutual respect and collaboration are demonstrated and empathy and acceptance are promoted. This might look like students asking for their peers' opinions, listening to their peers' ideas with interest and care, responding thoughtfully to their peers, and acting on their peers' ideas. Teacher makes a reasonable, good faith effort to communicate using multimodal methods and attempts to match student communication preferences. This could look like a teacher using an app like Remind (Secondary) or utilizing Announcements or Inbox in BLEND, or sending a note home to communicate efficiently with students.

Instructional Practice

Classroom Climate and Culture

This strand addresses the classroom climate, or the mood, attitude, standards, and tone that students feel when they are in a classroom, and classroom culture, which involves creating an environment where students feel safe, free to take risks, accepted and included. Within the Classroom Climate and Culture strand, appraisers will review five indicators: **Identity Safe Classrooms, Diverse Learning Opportunities, Student Contributions, Collaboration and Communications, and Growth Mindset.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Instructional Pra	5.3 What This Might Look Like		<p>Creating the classroom climate described above might look like the teacher being purposeful about calling on all students, perhaps using popsicle sticks, a name generator, or some other tool to randomize and ensure that all students are offered the opportunity to add to the dialogue. When students share, the teacher and peers listen with an open mind and ask specific questions to clarify, provide feedback or respond, if needed, and/or thanking the speaker for their contribution to the dialogue. This could look like a teacher responding to an incorrect student response with a phrase "Thank you for starting our thinking!" (Accountable Talk Resources, 7 Steps Resources)</p> <p>Teacher plans time during lessons for students to share their ideas on lesson topics or ask questions. The teacher encourages all students to share their thoughts.</p>	<p>Creating the classroom climate described above might look like the teacher being purposeful about calling on all students, perhaps using popsicle sticks, a name generator, or some other tool to randomize and ensure that all students are offered the opportunity to add to the dialogue. When students share, the teacher and peers listen with an open mind and ask specific questions to clarify, provide feedback or respond, if needed, and/or thanking the speaker for their contribution to the dialogue. This could look like a teacher responding to an incorrect student response with a phrase "Thank you for starting our thinking!" (Accountable Talk, 7 Steps)</p> <p>Teacher guides students to contribute their ideas on lesson topics, ask questions, and value the contributions of their peers, with little support from the teacher need. The teacher encourages all students to share their thoughts.</p>	<p>Creating the classroom climate described above might look like the teacher being purposeful about calling on all students, perhaps using popsicle sticks, a name generator, or some other tool to randomize and ensure that all students are offered the opportunity to add to the dialogue. When students share, the teacher and peers listen with an open mind and ask specific questions to clarify, provide feedback or respond, if needed, and/or thanking the speaker for their contribution to the dialogue. This could look like a teacher responding to an incorrect student response with a phrase "Thank you for starting our thinking!" (Accountable Talk, 7 Steps)</p> <p>Students authentically contribute their ideas on lesson topics, ask meaningful questions, and value the contributions of their peers as evidenced by their dialogue. There is an established classroom culture present in which students feel comfortable taking the initiative to share their thoughts and questions with peers.</p>	
	5.4 Collaboration and Communication	<p>Teacher rarely/never provide opportunities for students to collaborate using accountable talk.</p> <p>Teacher does not encourage students to communicate safely and effectively with the teacher and their peers.</p>	<p>Teacher occasionally provides opportunities for students to collaborate using accountable talk.</p> <p>Teacher encourages students to communicate safely and effectively with the teacher and their peers.</p>	<p>Teacher frequently provides opportunities for students to collaborate using accountable talk, with support from the teacher.</p> <p>Teacher establishes classroom practices that encourage students to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.</p>	<p>Teacher support needed is minimal for students to collaborate using accountable talk.</p> <p>Teacher support needed is minimal for students to be able to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.</p>	<p>Teacher creates systems to ensure students are independently collaborating using accountable talk in a developmentally appropriate way.</p> <p>Students independently communicate safely and effectively with the teacher and their peers using a variety of tools and methods in a developmentally appropriate way.</p>
	5.4 What This Might Look Like		<p>Teacher provides frequent opportunities for students to collaborate using accountable talk sentence stems with teacher support, which might look like the teacher modeling usage of the strategies (Accountable Talk Resources). This might also look like students practicing accountable talk in pairs or small groups at a specific point in the lesson while the teacher guides students through a discussion protocol such as Think-Pair-Share, Numbered Heads Together, or QSSSA, Collaborative Study Groups, Jigsaw, AVID Tutorials (Student-driven). This could also look like students working together with each student assuming a specific role or task to ensure that paired or group work is completed appropriately.</p> <p>Communicating safely and effectively might look like students taking turns to write or speak their ideas, students not interrupting or talking/writing over one another, and sharing their ideas in a way that those receiving the message are able to understand or interpret the meaning and intention of the message. The teacher leads students through established classroom practices.</p>	<p>Teacher provides frequent opportunities for students to collaborate using accountable talk sentence stems with minimal teacher support. This might look like students practicing accountable talk in pairs or small groups at a specific point in the lesson while the teacher facilitates students through a discussion protocol such as Think-Pair-Share, Numbered Heads Together, or QSSSA, Collaborative Study Groups, Jigsaw, AVID Tutorials, (Accountable Talk Resources). This could also look like students working together with each student assuming a specific role or task to ensure that paired or group work is completed appropriately.</p> <p>Communicating safely and effectively might look like students taking turns to write or speak their ideas, students not interrupting or talking/writing over one another, and sharing their ideas in a way that those receiving the message are able to understand or interpret the meaning and intention of the message. Minimal teacher support is needed for students to communicate safely and effectively within established classroom practices.</p>	<p>Teacher creates systems or routines to provide frequent opportunities for students to collaborate using accountable talk sentence stems with little to no teacher support needed. This might look like students effectively using accountable talk in pairs or small groups at a specific point in the lesson while the teacher monitors students' discussion through activities such as Think-Pair-Share, Numbered Heads Together, or QSSSA, Collaborative Study Groups, Jigsaw, AVID Tutorials, (Accountable Talk Resources). This could also look like students working together with each student assuming a specific role or task to ensure that paired or group work is completed appropriately.</p> <p>Communicating safely and effectively might look like students taking turns to write or speak their ideas, students not interrupting or talking/writing over one another, and sharing their ideas in a way that those receiving the message are able to understand or interpret the meaning and intention of the message. Students independently communicate safely and effectively within established classroom practices, with little to no teacher support needed.</p>	

Instructional Practice

Classroom Climate and Culture

This strand addresses the classroom climate, or the mood, attitude, standards, and tone that students feel when they are in a classroom, and classroom culture, which involves creating an environment where students feel safe, free to take risks, accepted and included. Within the Classroom Climate and Culture strand, appraisers will review five indicators: **Identity Safe Classrooms, Diverse Learning Opportunities, Student Contributions, Collaboration and Communications, and Growth Mindset.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Instructional Practice	5.3 <i>What This Might Look Like</i>		<p>Creating the classroom climate described above might look like the teacher being purposeful about calling on all students, perhaps using popsicle sticks, a name generator, or some other tool to randomize and ensure that all students are offered the opportunity to add to the dialogue. When students share, the teacher and peers listen with an open mind and ask specific questions to clarify, provide feedback or respond, if needed, and/or thanking the speaker for their contribution to the dialogue. This could look like a teacher responding to an incorrect student response with a phrase "Thank you for starting our thinking!" (Accountable Talk Resources, 7 Steps Resources)</p> <p>Teacher plans time during lessons for students to share their ideas on lesson topics or ask questions. The teacher encourages all students to share their thoughts.</p>	<p>Creating the classroom climate described above might look like the teacher being purposeful about calling on all students, perhaps using popsicle sticks, a name generator, or some other tool to randomize and ensure that all students are offered the opportunity to add to the dialogue. When students share, the teacher and peers listen with an open mind and ask specific questions to clarify, provide feedback or respond, if needed, and/or thanking the speaker for their contribution to the dialogue. This could look like a teacher responding to an incorrect student response with a phrase "Thank you for starting our thinking!" (Accountable Talk, 7 Steps)</p> <p>Teacher guides students to contribute their ideas on lesson topics, ask questions, and value the contributions of their peers, with little support from the teacher need. The teacher encourages all students to share their thoughts.</p>	<p>Creating the classroom climate described above might look like the teacher being purposeful about calling on all students, perhaps using popsicle sticks, a name generator, or some other tool to randomize and ensure that all students are offered the opportunity to add to the dialogue. When students share, the teacher and peers listen with an open mind and ask specific questions to clarify, provide feedback or respond, if needed, and/or thanking the speaker for their contribution to the dialogue. This could look like a teacher responding to an incorrect student response with a phrase "Thank you for starting our thinking!" (Accountable Talk, 7 Steps)</p> <p>Students authentically contribute their ideas on lesson topics, ask meaningful questions, and value the contributions of their peers as evidenced by their dialogue. There is an established classroom culture present in which students feel comfortable taking the initiative to share their thoughts and questions with peers.</p>	
	5.4 <i>Collaboration and Communication</i>	<p>Teacher rarely/never provide opportunities for students to collaborate using accountable talk.</p> <p>Teacher does not encourage students to communicate safely and effectively with the teacher and their peers.</p>	<p>Teacher occasionally provides opportunities for students to collaborate using accountable talk.</p> <p>Teacher encourages students to communicate safely and effectively with the teacher and their peers.</p>	<p>Teacher frequently provides opportunities for students to collaborate using accountable talk, with support from the teacher.</p> <p>Teacher establishes classroom practices that encourage students to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.</p>	<p>Teacher support needed is minimal for students to collaborate using accountable talk.</p> <p>Teacher support needed is minimal for students to be able to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.</p>	<p>Teacher creates systems to ensure students are independently collaborating using accountable talk in a developmentally appropriate way.</p> <p>Students independently communicate safely and effectively with the teacher and their peers using a variety of tools and methods in a developmentally appropriate way.</p>
	5.4 <i>What This Might Look Like</i>		<p>Teacher provides frequent opportunities for students to collaborate using accountable talk sentence stems with teacher support, which might look like the teacher modeling usage of the strategies (Accountable Talk Resources). This might also look like students practicing accountable talk in pairs or small groups at a specific point in the lesson while the teacher guides students through a discussion protocol such as Think-Pair-Share, Numbered Heads Together, or QSSSA, Collaborative Study Groups, jigsaw, AVID Tutorials (Student-driven). This could also look like students working together with each student assuming a specific role or task to ensure that paired or group work is completed appropriately.</p> <p>Communicating safely and effectively might look like students taking turns to write or speak their ideas, students not interrupting or talking/writing over one another, and sharing their ideas in a way that those receiving the message are able to understand or interpret the meaning and intention of the message. The teacher leads students through established classroom practices.</p>	<p>Teacher provides frequent opportunities for students to collaborate using accountable talk sentence stems with minimal teacher support. This might look like students practicing accountable talk in pairs or small groups at a specific point in the lesson while the teacher facilitates students through a discussion protocol such as Think-Pair-Share, Numbered Heads Together, or QSSSA, Collaborative Study Groups, jigsaw, AVID Tutorials, (Accountable Talk Resources). This could also look like students working together with each student assuming a specific role or task to ensure that paired or group work is completed appropriately.</p> <p>Communicating safely and effectively might look like students taking turns to write or speak their ideas, students not interrupting or talking/writing over one another, and sharing their ideas in a way that those receiving the message are able to understand or interpret the meaning and intention of the message. Minimal teacher support is needed for students to communicate safely and effectively within established classroom practices.</p>	<p>Teacher creates systems or routines to provide frequent opportunities for students to collaborate using accountable talk sentence stems with little to no teacher support needed. This might look like students effectively using accountable talk in pairs or small groups at a specific point in the lesson while the teacher monitors students' discussion through activities such as Think-Pair-Share, Numbered Heads Together, or QSSSA, Collaborative Study Groups, jigsaw, AVID Tutorials, (Accountable Talk Resources). This could also look like students working together with each student assuming a specific role or task to ensure that paired or group work is completed appropriately.</p> <p>Communicating safely and effectively might look like students taking turns to write or speak their ideas, students not interrupting or talking/writing over one another, and sharing their ideas in a way that those receiving the message are able to understand or interpret the meaning and intention of the message. Students independently communicate safely and effectively within established classroom practices, with little to no teacher support needed.</p>	

Instructional Practice

Classroom Climate and Culture

This strand addresses the classroom climate, or the mood, attitude, standards, and tone that students feel when they are in a classroom, and classroom culture, which involves creating an environment where students feel safe, free to take risks, accepted and included. Within the Classroom Climate and Culture strand, appraisers will review five indicators: **Identity Safe Classrooms, Diverse Learning Opportunities, Student Contributions, Collaboration and Communications, and Growth Mindset.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

<p>5.5 Growth Mindset</p>	<p>Teacher does not create an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p> <p>Teacher creates an environment where students are encouraged and feel safe to take risks and challenge themselves and each other.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p> <p>Teacher creates structures and guides students to feel safe to take risks and challenge themselves and each other.</p>	<p>Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.</p> <p>Teacher creates structures that lead students to feel safe and independently take risks and challenge themselves and each other.</p>
<p>5.5 What This Might Look Like</p>			<p>Teacher creates a brave space so students feel comfortable taking risks and trying new or difficult tasks. Teacher reinforces the idea that learning is a process and mistakes are evidence of learning. This might look like the teacher posting work from all students on the walls, ensuring that posters and images in the classroom include people that look like the students in the classroom, and praising students for their efforts while still encouraging/requiring students to make corrections. The teacher might also share anecdotes from their own life or lives of others in the community that demonstrate how mistakes help people learn and risks are worthwhile, even if they lead to initial failure.</p> <p>Teacher provides opportunities for students to take risks; the teacher encourages students to challenge themselves and each other.</p>	<p>Teacher creates a brave space so students feel comfortable taking risks and trying new or difficult tasks. Teacher reinforces the idea that learning is a process and mistakes are evidence of learning. This might look like the teacher posting work from all students on the walls, ensuring that posters and images in the classroom include people that look like the students in the classroom, and praising students for their efforts while still encouraging/requiring students to make corrections. The teacher might also share anecdotes from their own life or lives of others in the community that demonstrate how mistakes help people learn and risks are worthwhile, even if they lead to initial failure.</p> <p>Teacher creates classroom structures where students feel safe taking risks with guidance from the teacher when navigating risks and challenges on their own and with each other.</p>	<p>Teacher creates a brave space so students feel comfortable taking risks and trying new or difficult tasks. Teacher reinforces the idea that learning is a process and mistakes are evidence of learning. This might look like the teacher posting work from all students on the walls, ensuring that posters and images in the classroom include people that look like the students in the classroom, and praising students for their efforts while still encouraging/requiring students to make corrections. The teacher might also share anecdotes from their own life or lives of others in the community that demonstrate how mistakes help people learn and risks are worthwhile, even if they lead to initial failure.</p> <p>Teacher creates classroom structures where students feel safe independently taking risks and approaching challenges on their own and with each other.</p>

Instructional Practice

Informal Walkthroughs

Informal Walkthroughs

This component of the PPfT Appraisal will provide teachers with frequent, timely feedback on day to day teaching.

The ultimate goal of the PPfT Appraisal is to encourage professional growth, provide more frequent, timely, formative feedback, and to incorporate multiple indicators of success. One specific area that PPfT aims to focus on is how to give more targeted, evidence based feedback to teachers on a regular basis.

- Teachers will receive eight informal walkthroughs each year (Four fall and four spring)
- Appraisers may complete additional walkthroughs in order to meet the needs of the campus.
- Informal walkthroughs are unannounced and do not need to be scheduled.
- Informal walkthroughs may occur at any time during the year.
- There is no minimum or maximum amount of time an informal walkthrough must last.
- Informal walkthroughs may be conducted by any administrator on the campus.
- Informal walkthroughs may be completed by any administrator on campus. Admin teams have the freedom to manage assignment of walkthroughs based on the needs of the campus.
- Appraisers are required to provide informal walkthrough feedback on the PPfT Informal Walkthrough Form within 2 working days of the walkthrough taking place.
- The PPfT Informal Walkthrough Form is aligned to the PPfT Instructional Practice Rubric, and provides administrators targeted look fors when in a classroom.
- Appraisers will provide teachers with any evidence observed, as well as a recognition, consideration, and action step with each visit.
- Appraisers do not need to complete the entire form with each walkthrough. Appraisers should focus only on what is observed.
- Informal walkthroughs will not be scored numerically as part of the PPfT Summative Score, but appraisers should provide supportive and formative feedback based on the walkthrough form look fors.
- Teachers should reflect on their teaching practice after receiving the walkthrough feedback and track progress toward professional learning goals and continuous improvement.
- Conversations and feedback provide teachers ample opportunities to engage in dialogue with appraisers about instructional practice and the impact they have on students.
- Conversations and feedback can be used to tie evaluation results to professional learning offerings, allowing teachers and appraisers to discuss opportunities that meet individual needs and provide for leadership growth.

It is important to follow the [PPfT Appraisal Timeline](#) and all [PPfT Operational Procedures](#).

Please see Timeline and Operational Procedures for additional dates and policies.

Professional Growth and Responsibilities



Growth and Reflection



Professional Standards



Collaboration and Contributions



Communication and Relationships



Planning and Resources

Professional Growth and Responsibilities

Professional Growth and Responsibilities

This component of the PPfT Appraisal provides a system that concentrates on teacher growth and collaboration (*Growth*) while acknowledging compliance activities (*Responsibilities*).

Professional Growth focuses on the demonstration of teacher development and collaboration through important practices that increase student learning such as participating in ongoing professional learning, reflecting on instruction and student growth, goal setting, adapting teaching and instruction in response to research and data, and collaborating with the school community.

Responsibilities highlight compliance and professional ethics, contributions to school and community, assessment and data use, and relational communication.

The [Professional Growth and Responsibilities Rubric](#) encompasses five strands associated with professionalism:

- Strand 1: Growth and Reflection
- Strand 2: Collaboration and Contributions
- Strand 3: Planning and Resources
- Strand 4: Communication and Relationships
- Strand 5: Professional Standards

Appraisers will clearly communicate expectations for scoring and use the [Professional Growth and Responsibilities Rubric](#) to assess teachers. Teachers will review the rubric, self-assess, and provide evidence and artifacts to showcase their work in these areas. Appraisers will consider the teacher's submission to inform the score. This is a collaborative approach between teacher and appraiser.

Sources of Evidence and Artifacts

Sources of evidence include teacher input and activities, instructional documents, and student outcomes. Strategies for gathering evidence include conferences before and after lessons, observation feedback and scripting, and the collection of instructional artifacts, including student work and teacher reflections.

Artifacts are forms of evidence that support a teacher's appraisal. They may include lesson plans, examples of student work with teacher feedback, professional learning records, and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Scoring

The 5 strands will be scored at the indicator level and the indicators within the strand will be averaged for a strand score of 1-5. The strand scores will be averaged for one Professional Growth and Responsibilities score that is worth 25% of the PPfT Summative Score.

Resources

For additional information, please visit the [PPfT Appraisal Website](#).

For professional learning opportunities, please visit the [Human Capital Platform \(HCP\)](#).

What does it look like?

The Professional Growth and Responsibilities Rubric has 5 strands related to professionalism where teachers can earn a score of 1-5, with a score of 3 being the minimum district expectation. On the following pages, we will highlight each of these strands in depth focusing on the district expectation (score of 3) and above (score of 4 or 5) areas of the rubric. Examples of evidence are also included. Please note that these are only examples and that there are numerous other ways that these scores can be achieved.

Professional Growth and Responsibilities

Growth and Reflection

This strand addresses meaningful practices such as ongoing professional learning, goal setting, reflecting on practice, and application of new learning. Within the Growth and Reflection strand, appraisers will review four indicators: **Self-Reflection and Goal-Setting, Professional Learning, Cultural Competence, and Application.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied. This is not a checklist, or the only possible examples and should not be used in place of the PPT Professional Growth and Responsibilities Rubric.

Professional Growth and Responsibilities Strand 1: Growth and Reflection					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
1.1 Self-Reflection and Goal Setting	Teacher does not self-reflect, or does not use self-reflection to determine individual strengths and weaknesses and establish professional goals.	Teacher self-reflects to determine individual strengths and weaknesses and establishes professional goals.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes professional goals based on self-reflection and feedback.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback. Teacher purposefully seeks professional learning opportunities to meet short- and long-term goals.
1.1 <i>What This Might Look Like</i>			Teacher reviews a variety of sources of evidence such as those listed below to identify their strengths and weaknesses. Teacher uses the data review to set professional goals aligned to their strengths and weaknesses such as completing their ILP. Possible sources of evidence: previous years' appraisal feedback, informal and formal walkthrough feedback, feedback from colleagues and teammates, prior years' teacher portfolio, lesson plans, student work and data, professional journals, goal-setting documents, anecdotal records, PLC agendas + minutes, etc.	Teacher reviews a variety of sources of evidence such as those listed below to identify their strengths and weaknesses. Teacher uses the data to set professional goals aligned to their strengths and weaknesses. This could look like completing the ILP or creating SMART short-term goals for each grading period that the teacher then reflects on and monitors for progress. Possible sources of evidence: previous years' appraisal feedback, informal and formal walkthrough feedback, feedback from colleagues and teammates, prior years' teacher portfolio, lesson plans, student work and data, meeting minutes, anecdotal records, PLC agendas + minutes, etc.	Teacher reviews a variety of sources of evidence such as those listed below to identify their strengths and weaknesses. Teacher uses the data to set SMART professional goals aligned to their strengths and weaknesses such as completing their ILP but also creates goals for each grading period that they can reflect on and monitor progress for. Teacher attends professional learning opportunities that are aligned to their goals. Possible sources of evidence: HCP transcript of PD attendance, previous years' appraisal feedback, informal and formal walkthrough feedback, written feedback from colleagues and teammates, prior years' teacher portfolio, lesson plans, student work and data, anecdotal records, PLC agendas + minutes, etc.
1.2 Professional Learning	Teacher does not participate in required professional learning opportunities.	Teacher participates in required professional learning opportunities.	Teacher participates in required and on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching).	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher chooses professional learning opportunities in order to enhance the professional community at the campus or district level.	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher chooses professional learning directly linked to campus, district, or students needs with specific attention to the student populations served in order to enhance the professional community at the campus or district level.

Professional Growth and Responsibilities

Growth and Reflection

This strand addresses meaningful practices such as ongoing professional learning, goal setting, reflecting on practice, and application of new learning. Within the Growth and Reflection strand, appraisers will review four indicators: **Self-Reflection and Goal-Setting, Professional Learning, Cultural Competence, and Application.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied. This is not a checklist, or the only possible examples and should not be used in place of the PPFT Professional Growth and Responsibilities Rubric.

Professional Growth and Responsibilities Strand 1: Growth and Reflection					
1.2 What This Might Look Like			Teacher engages in all required district and campus professional learning opportunities, such as, but not limited to, PPFT Online Orientation, Blood-Borne Pathogens, TELPAS Training, STAAR Training, Cyber Security, GT Update, campus-specific professional learning on staff development days, etc.	In addition to completing all the required district and campus professional learning opportunities, the teacher attends professional learning opportunities geared toward their own content area or professional growth and development, such as, but not limited to, SXSU EDU, Advanced Microsoft Excel, AISD EDU Personalized Learning Conference, Blended learning Summit, SEL Summit, Secondary Reading Clinic, etc. This could also include selecting and reading professional books or a series of articles, listening to podcasts, and/or viewing webinars to learn strategies to enhance their practice.	In addition to completing all the required district and campus professional learning opportunities, the teacher engages in long-term professional learning such as PPFT Leadership Pathways, PPFT Professional Development Units, AISD Mentor Teacher program, National Board Training or Mentoring, Master's Programs, or multi-level PL offerings that impact practice. This could also look like teachers presenting professional learning at PLC meetings or for Campus-wide or District-wide professional development.
	1.3 Cultural Competence	Teacher does not publicly model a personal belief system that is student-centered and grounded in equity and access. Teacher does not participate in provided opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher participates in provided opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher participates and actively engages in opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher actively seeks and engages in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students.

Professional Growth and Responsibilities

Growth and Reflection

This strand addresses meaningful practices such as ongoing professional learning, goal setting, reflecting on practice, and application of new learning. Within the Growth and Reflection strand, appraisers will review four indicators: **Self-Reflection and Goal-Setting, Professional Learning, Cultural Competence, and Application.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied. This is not a checklist, or the only possible examples and should not be used in place of the PPT Professional Growth and Responsibilities Rubric.

Professional Growth and Responsibilities Strand 1: Growth and Reflection					
Indicator:	1.3 <i>What This Might Look Like</i>		Modeling a personal belief system that is student-centered might look like the teacher polling students to gather their interests, including all student voices in classroom conversations, and making sure that all students have access to the lesson by providing differentiated activities or product options for each lesson, giving students choice in activities they complete, and ensuring that all students are represented in the classroom activities. During meetings with parents and other staff, the teacher might publicly model a personal-belief system that is student-centered and grounded in equity and access by showing their specific interest in each student's progress and highlighting students' strengths. The teacher might also make reasonable, good faith efforts to makes changes when they are made aware their own lessons, technology requests, or classroom policies are not equitable or accessible. The teacher might also point out and work toward change if they discovered campus or district policies that were inequitable or inaccessible.	Modeling a personal belief system that is student-centered might look like the teacher polling students to gather their interests, including all student voices in classroom conversations, and making sure that all students have access to the lesson by providing differentiated activities or product options for each lesson, giving students choice in activities they complete, and ensuring that all students are represented in the classroom activities. During meetings with parents and other staff, the teacher might publicly model a personal-belief system that is student-centered and grounded in equity and access by showing their specific interest in each student's progress and highlighting students' strengths. The teacher might also make reasonable, good faith efforts to makes changes when they are made aware their own lessons, technology requests, or classroom policies are not equitable or accessible. The teacher might also point out and work toward change if they discovered campus or district policies that were inequitable or inaccessible.	Modeling a personal belief system that is student-centered might look like the teacher polling students to gather their interests, including all student voices in classroom conversations, and making sure that all students have access to the lesson by providing differentiated activities or product options for each lesson, giving students choice in activities they complete, and ensuring that all students are represented in the classroom activities. During meetings with parents and other staff, the teacher might publicly model a personal-belief system that is student-centered and grounded in equity and access by showing their specific interest in each student's progress and highlighting students' strengths. The teacher might also make reasonable, good faith efforts to makes changes when they are made aware their own lessons, technology requests, or classroom policies are not equitable or accessible. The teacher might also point out and work toward change if they discovered campus or district policies that were inequitable or inaccessible.
		Teacher is participating and actively engaging in opportunities to continuously improve cultural competence. This might look like the teacher engaging in a book study on cultural competence if it is offered on their campus, the teacher listening to feedback from students about the types of activities, topics, surroundings, etc. students feel comfortable with and making an effort to incorporate student feedback into their classroom. This could also look like teachers engaging in specific professional learning opportunities on cultural competence when they are offered and implementing ideas learned through PL in their classroom and with their Professional Learning Community (PLC).	Teacher is actively seeking and engaging in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students. This might look like the teacher searching for specific opportunities to engage in training for improving cultural competence, sending surveys to parents/families/caregivers/students to gather feedback on the types of communication, topics, surroundings, etc. students/families would like to see. This could also look like a teacher independently participating in a book study on cultural competence and making a reasonable, good faith effort to update their instructional and communication style to best fit the needs of students and families.	Teacher is actively seeking and engaging in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students. This might look like the teacher searching for specific opportunities to engage in training for improving cultural competence, sending surveys to parents/families/caregivers/students to gather feedback on the types of communication, topics, surroundings, etc. students/families would like to see. This may also look like the teacher independently participating in a book study on cultural competence.	Teacher is actively seeking and engaging in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students. This might look like the teacher searching for specific opportunities to engage in training for improving cultural competence, sending surveys to parents/families/caregivers/students to gather feedback on the types of communications, topics, surroundings, etc. students/families would like to see. This may also look like the teacher independently participating in a book study on cultural competence.
1.4 Application	Teacher rarely/never implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher occasionally implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher frequently implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher consistently implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.	Teacher systematically implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.

Professional Growth and Responsibilities

Growth and Reflection

This strand addresses meaningful practices such as ongoing professional learning, goal setting, reflecting on practice, and application of new learning. Within the Growth and Reflection strand, appraisers will review four indicators: **Self-Reflection and Goal-Setting, Professional Learning, Cultural Competence, and Application.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied. This is not a checklist, or the only possible examples and should not be used in place of the PPFT Professional Growth and Responsibilities Rubric.

Professional Growth and Responsibilities Strand 1: Growth and Reflection			
1.4 <i>What This Might Look Like</i>			<p>Teacher often self-reflects on their own goals and progress, reflects on feedback received from students, colleagues, administration, or other stakeholders, and reflects on professional learning they have engaged in. After reflection, the teacher regularly implements new strategies based on their reflections to support students and increase growth. For instance, a student may tell the teacher that they are having trouble finishing their work because the teacher moves on too fast. The teacher chooses to implement the use of a timer during lesson activities to help both teacher and students keep better track of pacing in the hopes that students' daily grades will increase with the adjusted pace.</p> <p>Possible sources of evidence: data tracking folders, data analysis reflections, anecdotal records, lesson materials, lesson plans, feedback forms, etc.</p>
			<p>Teacher typically self-reflects on their own goals and progress, reflects on feedback received from students, colleagues, administration, or other stakeholders, and reflects on professional learning they have engaged in. After reflection, the teacher typically implements new strategies based on their reflections which leads to student growth. For instance, a teacher notices that most students did not perform well on an activity after a direct teach lesson. The teacher reflects on their presentation and realizes that they did not provide students the opportunity to work together. The teacher decides to reteach the skill the next class period through an updated lesson that provided students time to work with each other, ask questions, and practice the skill before attempting independent work. The teacher reviews student scores to find that almost all students scored higher after the reteach.</p> <p>Sources of evidence: lesson materials, lesson plans, feedback forms, etc.</p>
			<p>Teacher has created systems or routines to self-reflect on their own goals and progress, reflect on feedback received from students, colleagues, administration, or other stakeholders, and reflect on professional learning they have engaged in. After reflection, the teacher follows their routine to implement new strategies based on their reflections which leads to student growth. For instance, a teacher creates a routine around professional learning. When attending any professional learning session, the teacher takes notes on the session and possible strategies to implement in their classroom. After the session, the teacher reviews their notes while also reflecting on their own and/or student strengths and weaknesses. The teacher chooses at least one new strategy to implement within a week of the professional learning session. Teacher reviews student data after implementing new strategies and continues to use new strategies that led to student growth.</p> <p>Possible sources of evidence: data tracking folders, data analysis reflections, anecdotal records, lesson materials, lesson plans, feedback forms, etc.</p>

Professional Growth and Responsibilities

Collaboration and Contributions

This strand addresses the collaboration and contributions teachers make to their campus, the district and the profession to improve practice, support students, and increase student success. Within the Collaboration and Contribution strand, appraisers will review four indicators: **Collaboration, Professional Feedback, and Student Success and Collaboration for Equitable Expectations.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

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Professional Growth and Responsibilities Strand 2: Collaboration and Contributions						
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery	
Collaboration and Contributions	2.1 Collaboration	Teacher rarely/never participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher occasionally participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher frequently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning. Teacher participates, collaborates, and promotes activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher consistently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning. Teacher takes a leadership role in collaborating and promoting activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher consistently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning. Teacher leads colleagues collaboratively at the campus, district, state, or national level to identify professional learning needs. Teacher leads colleagues collaboratively at the campus, district, state, or national level in activities related to professional growth and reflection.
	2.1 <i>What This Might Look Like</i>		Teacher often exhibits a commitment to professional growth. This might look like the teacher regularly seeking out and attending professional learning opportunities related to their teaching assignment, professional goals, or student needs. After engaging in PL and implementing new learning with students, teacher meets with colleagues and shares their learning experience. Teacher participates in professional learning opportunities, works with colleagues to support professional growth, and encourages others to attend professional learning. The teacher may choose to share outside of the campus community. Possible sources of evidence: meeting notes, emails, discussion boards, department/team meetings, student participation data (student work samples or progress-monitoring data), volunteering to be a demonstration classroom to demonstrate best instructional practices	With few or no exceptions, teacher exhibits a commitment to professional growth. This might look like the teacher regularly seeking out and attending professional learning opportunities related to their teaching assignment, professional goals, or student needs. After engaging in PL and implementing new learning with students, teacher meets with colleagues and shares their learning experience. Teacher seeks out opportunities and takes a leadership role in professional learning opportunities, works with colleagues to support professional growth, and encourages others to attend professional learning. The teacher may choose to share outside of the campus community. This might look like a teacher taking the initiative to collaborate and promote professional activities, such as a leading a book study or committee initiative. Possible sources of evidence: meeting notes, emails, discussion boards, department/team meetings, student participation data (student work samples or progress-monitoring data), volunteering to be a demonstration classroom to demonstrate best instructional practices	With few or no exceptions, teacher exhibits a commitment to professional growth. This might look like the teacher regularly seeking out and attending professional learning opportunities related to their teaching assignment, professional goals, or student needs. After engaging in PL and implementing new learning with students, teacher meets with colleagues and shares their learning experience. Teacher actively leads professional learning opportunities, works with colleagues to support professional growth, and encourages others to attend professional learning. The teacher may choose to share outside of the campus community. This might look like a teacher mentoring or coaching another teacher colleague on how to identify professional learning needs and other activities related to professional growth and reflection. This could also look like hosting a student teacher in your classroom and collaborating with their university or teacher certification program to develop highly effective educators. Possible sources of evidence: meeting notes, emails, discussion boards, department/team meetings, student participation data (student work samples or progress-monitoring data), volunteering to be a demonstration classroom to demonstrate best instructional practices	
	2.2 Professional Feedback	Teacher rarely/never accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher occasionally accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher frequently accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher actively seeks and consistently accepts feedback from peers and supervisors in order to improve instructional practice, develop and sustain professional relationships, and contribute toward the mission, vision, and goals of the school.	Teacher actively seeks and consistently accepts ongoing feedback from peers and supervisors in order to improve instructional practice, develop and sustain professional relationships and promote, develop, and maintain the mission, vision, and goals of the school.

Professional Growth and Responsibilities

Collaboration and Contributions

This strand addresses the collaboration and contributions teachers make to their campus, the district and the profession to improve practice, support students, and increase student success. Within the Collaboration and Contribution strand, appraisers will review four indicators: **Collaboration, Professional Feedback, and Student Success and Collaboration for Equitable Expectations.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Professional Growth and Responsibilities Strand 2: Collaboration and Contributions		2.2 What This Might Look Like	2.2 What This Might Look Like	2.2 What This Might Look Like	2.2 What This Might Look Like	2.2 What This Might Look Like
2.3 Student Success	Teacher rarely/never promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher occasionally promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher frequently promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher consistently promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher consistently promotes, supports, and engages in culturally responsive practices to ensure success for all students.	Teacher consistently promotes, supports, and engages in culturally responsive practices to ensure success for all students.
	Teacher does not participate in sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher participates in sustainable systems to ensure that equity is at the forefront of campus or district decisions, when required.	Teacher incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher collaborates around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher initiates/leads collaboration around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher initiates/leads collaboration around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.
	2.3 What This Might Look Like	2.3 What This Might Look Like	2.3 What This Might Look Like	2.3 What This Might Look Like	2.3 What This Might Look Like	2.3 What This Might Look Like

Professional Growth and Responsibilities

Collaboration and Contributions

This strand addresses the collaboration and contributions teachers make to their campus, the district and the profession to improve practice, support students, and increase student success. Within the Collaboration and Contribution strand, appraisers will review four indicators: **Collaboration, Professional Feedback, and Student Success and Collaboration for Equitable Expectations.**

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<p>2.4 Collaboration for Equitable Expectations</p>	<p>Teacher rarely/never elicits student input to create classroom routines and structures that promote equitable access to learning for all students.</p> <p>Teacher does not create equitable classroom behavior agreements for all students.</p>	<p>Teacher occasionally elicits student input to create classroom routines and structures that promote equitable access to learning for all students.</p> <p>Teacher creates equitable classroom behavior agreements for all students.</p>	<p>Teacher frequently elicits student input to create classroom routines and structures that promote equitable access to learning for all students.</p> <p>Teacher creates, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.</p>	<p>Teacher consistently elicits student input to create classroom routines and structures that promote equitable access to learning for all students</p> <p>Teacher elicits student input to create, adopt, and maintain equitable classroom behavior agreements that foster a sense of belonging for all students.</p>	<p>Teacher co-constructs routines and structures with students that promote equitable access to learning for all students.</p> <p>Teacher co-constructs, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.</p>
<p>2.4 What This Might Look Like</p>			<p>Teacher states and/or displays expectations for appropriate classroom behavior, for example CHAMPs, Class Contracts, Visual Brainstorm/Gallery Walk, Looks like/Sounds like charts for centers, with frequent student input to drive equity.</p> <p>Teacher creates, adopts, and maintains a classroom behavior agreement (classroom rules) that all students agree to follow. The teacher makes a reasonable, good faith effort to ensure the classroom expectations are inclusive of all students' languages, developmental levels, cultures and traditions, identities, and social-emotional needs.</p>	<p>Teacher states and/or displays expectations for appropriate classroom behavior, for example CHAMPs, Class Contracts, Visual Brainstorm/Gallery Walk, Looks like/Sounds like charts for centers, with consistent student input to drive equity.</p> <p>Teacher elicits student input to create, adopt, and maintain a classroom behavior agreement (classroom rules) that all students agree to follow. The teacher makes a reasonable, good faith effort to ensure the classroom expectations are inclusive of all students' languages, developmental levels, cultures and traditions, identities, and social-emotional needs. This might look like asking for student input during morning meetings or welcoming circles, surveys, gallery walks, or during authentic conversations.</p>	<p>Teacher and students work together as a team to state and/or display expectations for appropriate classroom behavior to drive equity.</p> <p>With students, the teacher co-constructs, adopts, and maintains a classroom behavior agreement (classroom rules) that all students agree to follow. The teacher and students make reasonable, good faith efforts to ensure the classroom expectations are inclusive of all students' languages, developmental levels, cultures and traditions, identities, and social-emotional needs. This might look like students co-creating behavior agreements during morning meetings or welcoming circles, surveys, gallery walks, or during authentic conversations. This might also look like students driving a needs assessment to establish equitable classroom behavior agreements. For example, the teacher and students may collaborate to develop a homework policy that promotes equity and allows space for students to have a voice in the decision-making process.</p>

Professional Growth and Responsibilities Planning and Resources

This strand addresses data collection and use, lesson planning, design, and implementation, lesson alignment to state and local standards, and incorporation of resources. Within the Planning and Resources strand, appraisers will review six indicators: **Data Collection, Lesson Design, Individualized Learning, Blended Learning, Diverse Resources, and State and Local Standards.**

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Professional Growth and Responsibilities Strand 3: Planning and Resources					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
3.1 Data Collection	Teacher rarely/never collects, reviews, and acts on data in order to differentiate to meet the needs of all students.	Teacher collects and reviews provided student data in order to differentiate to meet the needs of all students.	Teacher seeks and obtains disaggregated student data from classroom activities in order to differentiate to meet the needs of all students.	Teacher seeks and obtains several disaggregated student data sources, including students themselves and other data beyond classroom activities in order to differentiate to meet the needs of all students.	Teacher actively seeks and obtains a variety of disaggregated student data sources including students themselves, parents/families/caregivers, and colleagues in order to differentiate to meet the needs of all students.
3.1 What This Might Look Like			Teacher collects and reviews individual student data from daily lesson activities (warm ups, independent work, formative & summative assessments, etc.). Teacher uses student data analysis to create differentiated activities, interventions, and extensions to meet the needs of all students. Possible sources of evidence: student formal/informal assessments, lesson plans, gradebooks	Teacher and students review data collaboratively and teacher seeks feedback from each student to plan differentiated activities, interventions, and extensions to meet the needs of all students. Possible sources of evidence: student formal/informal assessments, lesson plans, gradebooks, student records or files, eCST reports, STAAR reporting category reports, conference reports, MAP growth, wrap around services (CIS, Boys and Girls Club, Gear Up)	Teacher and students review data collaboratively and teacher seeks feedback from each student to plan differentiated activities, interventions, and extensions to meet the needs of all students. Teacher also reaches out to colleagues who know the student to provide additional input on individualized lesson plans. Possible sources of evidence: student formal/informal assessments, lesson plans, gradebooks, student records or files, eCST reports, STAAR reporting category reports, conference reports, MAP growth, wrap around services (CIS, Boys and Girls Club, Gear Up), parent/guardian survey
3.2 Lesson Design	Teacher rarely/never designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher occasionally designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher frequently designs lessons that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher consistently designs lessons and interventions that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher consistently designs lessons, interventions, enrichments and extensions that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.
3.2 What This Might Look Like			Teacher frequently reviews/considers student data, including EL, GT, 504, and IEP goals, to plan lessons that support individual student needs. There is evidence of differentiated design and implementation within teacher lesson plans.	With few or no exceptions, teacher reviews/considers student data, including EL, GT, 504, and IEP goals, to plan lessons that support individual student needs. The teacher uses student data to provide individualized intervention. This could look like small group, stations, repeated practice, spiral review, 1:1 support, BLEND Mastery Paths, iXL , Dreambox, Imagine Learning, Khan Academy There is evidence of differentiated design and implementation within teacher lesson plans.	With few or no exceptions, teacher reviews/considers student data, including EL, GT, 504, and IEP goals, to plan lessons that support individual student needs. The teacher uses student data to provide individualized intervention. The teacher also consistently provides enrichment and extension activities for GT students and Advanced learners. This could look like small group, stations, repeated practice, spiral review, 1:1 support, BLEND Mastery Paths, iXL , Dreambox, Imagine Learning, Khan Academy, GT extension menus or activities. There is evidence of differentiated design and implementation within teacher lesson plans.

Professional Growth and Responsibilities Planning and Resources

This strand addresses data collection and use, lesson planning, design, and implementation, lesson alignment to state and local standards, and incorporation of resources. Within the Planning and Resources strand, appraisers will review six indicators: **Data Collection, Lesson Design, Individualized Learning, Blended Learning, Diverse Resources, and State and Local Standards.**

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	<p>3.3 Individualized Learning</p>	<p>Teacher rarely/never collects data using formal and informal assessments, reviews to monitor progress, and acts on data to meet the needs of all students.</p> <p>Teacher rarely/never plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success.</p> <p>Teacher rarely/never plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.</p>	<p>Teacher occasionally collects data using formal and informal assessments, reviews to monitor progress, and acts on data to meet the needs of all students.</p> <p>Teacher occasionally plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success.</p> <p>Teacher occasionally plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.</p>	<p>Teacher frequently collects data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable, and acts on disaggregated data to meet the needs of all students.</p> <p>Teacher frequently plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success.</p> <p>Teacher frequently plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and provides opportunities for students to monitor progress over time.</p>	<p>Teacher consistently collects and shares data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable, and acts on disaggregated data to meet the needs of all students.</p> <p>Teacher consistently plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success.</p> <p>Teacher consistently plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.</p>	<p>Teacher systematically collects and shares data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable and acts on disaggregated data to meet the needs of all students.</p> <p>Teacher systematically plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success.</p> <p>Teacher systematically plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.</p>
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Professional Growth and Responsibilities Planning and Resources

This strand addresses data collection and use, lesson planning, design, and implementation, lesson alignment to state and local standards, and incorporation of resources. Within the Planning and Resources strand, appraisers will review six indicators: **Data Collection, Lesson Design, Individualized Learning, Blended Learning, Diverse Resources, and State and Local Standards.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

3.3 What This Might Look Like	Responsibilities Strand 3: Planning and Resources	<p>Teacher frequently collects data using a variety of sources such as quizzes, unit tests, STAAR results, district assessments, warmups, daily work, questioning, conferences with the student, behavior/aneecdotal notes, exit tickets, surveys, etc. Teacher analyzes this data to determine student needs and strengths. Based on the needs and strengths uncovered in the data review, the teacher makes decisions to support students in the classroom, such as seating assignments, small group assignments, which strategies/lessons to reteach, types of activities to include in lessons, which extension activities to offer, etc. Teacher shares this information with colleagues who have an educational interest in the student.</p>	<p>With few or no exceptions, teacher collects data using a variety of sources such as quizzes, unit tests, STAAR results, district assessments, warmups, daily work, questioning, conferences with the student, behavior/aneecdotal notes, exit tickets, surveys, etc. Teacher analyzes this data to determine student needs and strengths. Based on the needs and strengths uncovered in the data review, the teacher makes decisions to support students in the classroom, such as seating assignments, small group assignments, which strategies/lessons to reteach, types of activities to include in lessons, which extension activities to offer, etc. Teacher shares this information with colleagues who have an educational interest in the student.</p>	<p>Teacher creates structures or routines to collect data using a variety of sources such as quizzes, unit tests, STAAR results, district assessments, warmups, daily work, questioning, conferences with the student, behavior/aneecdotal notes, exit tickets, surveys, etc. Teacher analyzes this data to determine student needs and strengths. Based on the needs and strengths uncovered in the data review, the teacher makes decisions to support students in the classroom, such as seating assignments, small group assignments, which strategies/lessons to reteach, types of activities to include in lessons, which extension activities to offer, etc. Teacher shares this information with colleagues who have an educational interest in the student.</p>
		<p>Teacher has implemented their own self-awareness and sociocultural awareness in order to affirm the personal, social, emotional, and cultural identities of students toward academic and social-emotional learning success. This might look like the teacher often incorporating opportunities for students to learn and share about who they are, how they experience the world, and how that all connects to their academic identity and course content. The teacher often includes differentiated instruction that is evidenced in lesson plans and instructional delivery.</p>	<p>Teacher has implemented their own self-awareness and sociocultural awareness in order to affirm the personal, social, emotional, and cultural identities of students toward academic and social-emotional learning success. This might look like the teacher often incorporating opportunities for students to learn and share about who they are, how they experience the world, and how that all connects to their academic identity and course content. The teacher often includes differentiated instruction that is evidenced in lesson plans and instructional delivery.</p>	<p>Teacher has implemented their own self-awareness and sociocultural awareness in order to affirm the personal, social, emotional, and cultural identities of students toward academic and social-emotional learning success. This might look like the teacher often incorporating opportunities for students to learn and share about who they are, how they experience the world, and how that all connects to their academic identity and course content. The teacher often includes differentiated instruction that is evidenced in lesson plans and instructional delivery.</p>

Professional Growth and Responsibilities Planning and Resources

This strand addresses data collection and use, lesson planning, design, and implementation, lesson alignment to state and local standards, and incorporation of resources. Within the Planning and Resources strand, appraisers will review six indicators: **Data Collection, Lesson Design, Individualized Learning, Blended Learning, Diverse Resources, and State and Local Standards.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Professional Growth and Responsibilities	3.4 Blended Learning	Teacher rarely/never plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher rarely/never integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher occasionally plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher occasionally integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher frequently plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher frequently integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher frequently provides opportunities for students to appropriately engage with the technology in order to support and extend their learning.	Teacher consistently plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and meaningfully integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher guides students to appropriately engage with the technology in order to support and extend their learning.	Teacher systematically plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and seamlessly integrates meaningful technology/digital resources to supplement and enhance mastery of lesson content. Teacher creates structures to ensure students are independently engaged with the technology in order to support and extend their learning.
	3.4 What This Might Look Like			Teacher often uses district Learning Management Systems (LMS), BLEND (Canvas) or SeeSaw (Primary), and other digital learning tools that incorporate effective use of current technology. There is evidence of blended learning documented in the teacher's lesson plans. Teacher ensures that these tools support and extend student learning and mastery of lesson content. This may look like a teacher using Brainpop to activate prior knowledge at the start of a new unit, or having students use the video record feature in BLEND to demonstrate mastery of a concept or standard. Possible digital opportunities: IXL, Dreambox, Imagine Learning, Khan Academy, Peardeck, Nearpod, Actively Learn, CommonLit, Padlet, Google Suite (Slides, Docs, Sheets, Jamboard), NewsELA, Brainpop, Playposit, etc.	With few or no exceptions, teacher uses district Learning Management Systems (LMS), BLEND (Canvas) or SeeSaw (Primary), and other digital learning tools that incorporate effective use of current technology. There is evidence of blended learning documented in the teacher's lesson plans. With few or no exceptions, teacher meaningfully integrates these tools to support and extend student learning and mastery of lesson content. This may look like a teacher typically sourcing content-appropriate Youtube videos and creating a Playposit bulb that would generate meaningful student feedback that demonstrates student understanding. This could also look like the teacher helping students to access a digital choice board to extend their own learning. Teacher guides students through digital opportunities, such as IXL, Dreambox, Imagine Learning, Khan Academy, Peardeck, Nearpod, Actively Learn, CommonLit, Padlet, Google Suite (Slides, Docs, Sheets, Jamboard), NewsELA, Brainpop, Playposit, etc.	Teacher creates structures or routines to use district Learning Management Systems (LMS), BLEND (Canvas) or SeeSaw (Primary), and other digital learning tools that incorporate effective use of current technology. There is evidence of blended learning documented in the teacher's lesson plans. Consistently and seamlessly integrating tools to support and extend student learning and mastery of lesson content might look like a teacher typically sourcing content-appropriate Youtube videos and creating a Playposit bulb that would generate meaningful student feedback that demonstrates student understanding for each unit. This could also look like students independently accessing a digital choice board to extend their own learning, without need for teacher prompting. Teacher creates structures for students to independently engage with digital opportunities, such as IXL, Dreambox, Imagine Learning, Khan Academy, Peardeck, Nearpod, Actively Learn, CommonLit, Padlet, Google Suite (Slides, Docs, Sheets, Jamboard), NewsELA, Brainpop, Playposit, etc.
	3.5 Diverse Resources	Teacher rarely/never incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher occasionally incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher frequently incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher provides opportunities for students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher consistently incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher guides students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher systematically incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher creates systems to ensure students independently engage with diverse materials to deepen understanding of broader unit/course objectives.

Professional Growth and Responsibilities Planning and Resources

This strand addresses data collection and use, lesson planning, design, and implementation, lesson alignment to state and local standards, and incorporation of resources. Within the Planning and Resources strand, appraisers will review six indicators: **Data Collection, Lesson Design, Individualized Learning, Blended Learning, Diverse Resources, and State and Local Standards.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

3.6 State and Local Standards	3.5 <i>What This Might Look Like</i>		<p>Teacher has a diverse classroom library for students to broaden their understanding of unit/course objectives beyond the Eurocentric perspective. Diverse library materials include content that accurately represents student identity (student race, language, ethnicity, gender, etc) and reflects historical accuracy.</p> <p>Teacher consistently provides diverse instructional materials, anchors of support, and artifacts that deepen understanding of unit/course objectives (i.e.-multilingual, multimodal, representation of world cultures, community specific examples, etc).</p> <p>This might look like the teacher often choosing materials that include multiple identities and perspectives representative of the greater social context (including race, ethnicity, language, gender, etc.) that their students experience beyond the classroom. The materials are identity-affirming and don't stereotype or essentialize the diverse identities of students.</p> <p>Teacher often critically examines the resources used throughout the year to ensure a diversity of representation and multiple perspectives are offered in the content students engage with.</p>	<p>Teacher has a diverse classroom library that is updated consistently for students to broaden their understanding of unit/course objectives beyond the Eurocentric perspective. Diverse library materials include content that accurately represents student identity (student race, language, ethnicity, gender, etc) and reflects historical accuracy.</p> <p>Teacher typically provides diverse instructional materials, anchors of support, and artifacts that deepen understanding of unit/course objectives (i.e.-multilingual, multimodal, representation of world cultures, community specific examples, etc).</p> <p>This might look like the teacher strategically choosing materials consistently throughout the year (with few or no exceptions) that include multiple identities and perspectives representative of the greater social context (including race, ethnicity, language, gender, etc.) that their students experience beyond the classroom. The materials are identity-affirming and don't stereotype or essentialize the diverse identities of students.</p> <p>With few or no exceptions, the teacher critically examines and guides students to resources throughout the year that ensure a diversity of representation and multiple perspectives are offered in the content students engage with.</p>	<p>Teacher has a diverse classroom library that is updated systematically (i.e.-process for students to offer suggestions) for students to broaden their understanding of unit/course objectives beyond the Eurocentric perspective. Diverse library materials include content that accurately represents student identity (student race, language, ethnicity, gender, etc) and reflects historical accuracy.</p> <p>Teacher creates structures and routines to provide and display diverse instructional materials such as posters, anchors of support, mentor texts, videos, and artifacts that deepen understanding of unit/course objectives (i.e.-multilingual, multimodal, representation of world cultures, community specific examples, etc).</p> <p>Teacher might work with the librarian or Library Media Services to acquire more culturally relevant texts or actively seek out grant opportunities to acquire funding to acquire more diverse resources, such as the Austin Ed Fund. This might look like the teacher strategically choosing materials consistently throughout the year that include multiple identities and perspectives representative of the greater social context (including race, ethnicity, language, gender, etc.) that their students experience beyond the classroom. The materials are identity-affirming and don't stereotype or essentialize the diverse identities of students.</p> <p>Teacher has a system for students to independently engage with resources that ensure a diversity of representation and multiple perspectives as they engage in the content throughout the year. This may look like students utilizing a check-out system to borrow diverse books from the teacher's classroom library to deepen understanding. To increase student interest, teachers could implement a system such as "First Chapter Fridays" for Secondary or "First Page Fridays" for Primary.</p>
		<p>Teacher does not establish standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.</p>	<p>Teacher establishes standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.</p>	<p>Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.</p> <p>Teacher effectively implements lessons that move students toward grade-level and/or developmental levels of mastery, and are appropriate for diverse learning needs.</p>	<p>Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.</p> <p>Teacher effectively implements lessons that have cross-curricular connections to key concepts and move students toward grade-level and/or developmental levels of mastery and are appropriate for diverse learning needs.</p>

Professional Growth and Responsibilities Planning and Resources

This strand addresses data collection and use, lesson planning, design, and implementation, lesson alignment to state and local standards, and incorporation of resources. Within the Planning and Resources strand, appraisers will review six indicators: **Data Collection, Lesson Design, Individualized Learning, Blended Learning, Diverse Resources, and State and Local Standards.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

	<p style="text-align: center;">3.6 <i>What This Might Look Like</i></p>			<p>The lesson objectives stated in teacher lesson plans and implementation are clearly aligned to current national, state (TEKS), professional, and/or district curriculum standards and the activities students engage in during the lesson align with the stated objectives.</p> <p>Teacher effectively implements learning opportunities for spiraling, intervention and enrichment throughout and across units to promote student mastery.</p> <p>Possible sources of evidence: lesson plans, observation feedback, student assessment data, PLC meeting or Team meeting minutes</p>	<p>The lesson objectives stated in teacher lesson plans and implementation are clearly aligned to current national, state (TEKS), professional, and/or district curriculum standards and the activities students engage in during the lesson align with the stated objectives.</p> <p>Teacher effectively implements learning opportunities for spiraling, intervention and enrichment throughout and across units to promote student mastery. The teacher collaborates with other content teachers to create lessons that ensure cross-curricular connections to key concepts. For example, the Dance teacher partners with Social Studies teachers to examine the historical and cultural relevance of various dance styles.</p> <p>Possible sources of evidence: lesson plans, observation feedback, student assessment data, PLC meeting or Team meeting minutes</p>	<p>The lesson objectives stated in teacher lesson plans and implementation are clearly aligned to current national, state (TEKS), professional, and/or district curriculum standards and the activities students engage in during the lesson align with the stated objectives.</p> <p>Teacher effectively implements lessons that integrate and reinforce cross-curricular standards. For example, a 5th grade science teacher may use reading and writing strategies, such as inferencing, cause and effect, or sequencing, to build content knowledge and develop cross-curricular skills.</p> <p>Possible sources of evidence: lesson plans, observation feedback, student assessment data, PLC meeting or Team meeting minutes</p>
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Professional Growth and Responsibilities Communication and Relationships

This strand addresses the teacher's ability to communicate with colleagues, students, families, caregivers, and community members to promote respect, inclusiveness, and maintain a positive school climate and culture. Within the Communication and Relationships strand, appraisers will review three indicators: **Relationships, Communication, and Inclusive Environment.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied. This is not a checklist, or the only possible examples and should not be used in place of the PPTI Professional Growth and Responsibilities Rubric.

Professional Growth and Responsibilities Strand 4: Communication and Relationships						
		1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
Communication and Relationships	4.1 Relationships	Teacher does not maintain positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher maintains positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher establishes and maintains positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence. Teacher frequently provides opportunities for family involvement in classroom and/or school-wide activities.	Teacher establishes, maintains, and grows positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence. Teacher consistently creates and encourages opportunities for family involvement in classroom and school-wide activities.	Teacher establishes, maintains, and grows positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence. Teacher systematically creates and encourages opportunities for family involvement in classroom, school-wide, and/or district activities.
	4.1 <i>What This Might Look Like</i>			Establishing and maintaining positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence might look like the teacher greeting colleagues and students throughout the day, the teacher reaching out to their neighbor teachers to engage in conversations, the teacher participating in team, department, or faculty meetings and actively listening to others, thanking them for contributions, and using their feedback and expertise to better the educational experience of students. Teacher often providing opportunities for family involvement in classroom or school-wide activities might look like the teacher inviting parents/families/caregivers to come to parent conferences, asking parents/families/caregivers to share family traditions and cultures that can be incorporated into classroom activities, and inviting parents/families/caregivers to campus open houses, academics nights, PTA Meetings, or other campus activities. Sources of evidence: emails, notes from parents/students, meeting notes, communication logs, teacher website, teacher blog, teacher newsletter, gradebook, student records, student attendance, sign-in sheets, parent surveys, student surveys	Establishing, maintaining, and growing positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence might look like the teacher engaging colleagues and students in conversations throughout the day, actively listening to others on campus and providing support as needed, collaborating with colleagues to socialize and provide positive support, actively participating in team, department, or faculty meetings, thanking others for contributions, and acting on their feedback and expertise to better the educational experience of students. With few or no exceptions, teacher creates and encourages opportunities for family involvement in classroom or school-wide activities might look like the teacher inviting parents/families/caregivers to come to parent conferences, the teacher inviting parents/families/caregivers to help in the classroom by reading texts, assisting with experiments, or sharing family traditions and cultures that can be incorporated into classroom activities, and inviting parents/families/caregivers to campus open houses, academics nights, PTA Meetings, or other campus activities. Sources of evidence: emails, notes from parents/students, meeting notes, communication logs, teacher website, teacher blog, teacher newsletter, gradebook, student records, student attendance, sign-in sheets, parent surveys, student surveys	Establishing, maintaining, and growing positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence might look like the teacher engaging colleagues and students in conversations throughout the day, actively listening to others on campus and providing support as needed, collaborating with colleagues to socialize and provide positive support, actively participating in team, department, or faculty meetings, thanking others for contributions, and acting on their feedback and expertise to better the educational experience of students. Teacher has routines for creating and encouraging opportunities for family involvement in classroom or school-wide activities might look like the teacher creating a system to routinely engage parents/families/caregivers to in academic/behavior conferences, engage parents/families/caregivers in helping in the classroom by reading texts, assisting with experiments, or sharing family traditions and cultures that can be incorporated into classroom activities, and engage parents/families/caregivers in campus open houses, academics nights, PTA Meetings, or other campus activities. Sources of evidence: emails, notes from parents/students, meeting notes, communication logs, teacher website, teacher blog, teacher newsletter, gradebook, student records, student attendance, sign-in sheets, parent surveys, student surveys
	4.2 Communication Methods	Teacher rarely/never communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher occasionally communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher frequently communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods. Teacher frequently incorporates multimodal and multilingual communication methods that address diverse populations and needs.	Teacher consistently communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods. Teacher consistently incorporates multimodal and multilingual communication methods that address diverse populations and needs.	Teacher systematically communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods. Teacher systematically incorporates multimodal and multilingual communication methods that address diverse populations and needs.

Professional Growth and Responsibilities Communication and Relationships

This strand addresses the teacher's ability to communicate with colleagues, students, families, caregivers, and community members to promote respect, inclusiveness, and maintain a positive school climate and culture. Within the Communication and Relationships strand, appraisers will review three indicators: **Relationships, Communication, and Inclusive Environment.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Professional Growth and Responsibilities Strand 4: Communication and Relationships	4.2 <i>What This Might Look Like</i>		<p>Teacher often uses various methods of communication to share information about student's academic and behavior updates with parents/families/caregivers such as emails, phone calls, individual student progress reports, BLEND, face-to-face conferences, etc.</p> <p>Teacher makes a good faith effort to provide communications through formats and languages that are accessible for families. For example, the teacher checks the home language spoken in eCST or Frontline and makes efforts to translate messages before emailing them or reaches out to a colleague who can translate to the families' language to make a phone call home.)</p> <p>Sources of evidence: emails, notes from parents/students, communication logs, teacher website, teacher blog, teacher newsletter, sign-in sheets</p>	<p>With few or no exceptions, the teacher uses various methods of communication to share current information about student's academic and behavior updates with parents/families/caregivers such as emails, phone calls, individual student progress reports, BLEND, face-to-face conferences, etc.</p> <p>Teacher typically provides communications through formats and languages that are accessible for families. For example, the teacher has communications translated to the home language of students and ensures communications are sent in both the home language and English. The teacher realizes when parents' email addresses have not been shared and sends paper communications home with students, through the U.S. mail, or communicates with parents through phone calls or face-to-face meetings to ensure they have access to the information.</p> <p>Sources of evidence: emails, notes from parents/students, communication logs, teacher website, teacher blog, teacher newsletter, sign-in sheets</p>	<p>The teacher creates routines or systems to use various methods of communication to share up-to-date information about student's academic and behavior updates with parents/families/caregivers such as weekly emails, phone calls, individual student progress reports, BLEND, face-to-face conferences, etc.</p> <p>Teacher has created a system or routine to provide communications through formats and languages that are accessible for families. For example, the teacher has created a quick-reference list of students with home language, best contact method, contact information, and a schedule for weekly contacts to ensure that they use the correct mode and language for each family. The teacher always refers to their list and updates it often to systematically communicate with parents/families/caregivers.</p> <p>Sources of evidence: emails, notes from parents/students, communication logs, teacher website, teacher blog, teacher newsletter, sign-in sheets</p>
	4.3 Inclusive Environment	<p>Teacher does not establish and/or maintain a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.</p>	<p>Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.</p>	<p>Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, supportive.</p> <p>Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values.</p>	<p>Teacher establishes and maintains a welcoming environment for parents/families/caregivers.</p> <p>Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values.</p> <p>Teacher provides opportunities for students and parents/families/caregivers to provide feedback and perspective for classroom incorporation, adjustments, and improvements.</p>

Professional Growth and Responsibilities

Communication and Relationships

This strand addresses the teacher's ability to communicate with colleagues, students, families, caregivers, and community members to promote respect, inclusiveness, and maintain a positive school climate and culture. Within the Communication and Relationships strand, appraisers will review three indicators: ***Relationships, Communication, and Inclusive Environment.***

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4.3 What This Might Look Like</p>			<p>Teacher creates a classroom that is neat and inclusive with student work posted on the walls and posters/images including people that look like their students and families. The teacher might send weekly newsletters or maintain a blog that invites parents/families/caregivers to be a part of the classroom community.</p> <p>Teacher ensures resources used in the classroom are representative of all students' family structures, cultures, and traditions. For instance, the teacher may ask families of their favorite books to add to the classroom library or research books from students' cultures/backgrounds to find high-quality diverse books to add to their classroom library that reflect their students.</p> <p>Sources of evidence: emails, notes from parents/students, meeting notes, communication logs, teacher website, teacher blog, teacher newsletter, gradebook, student records, student attendance, sign-in sheets, parent surveys, student surveys</p>	<p>Teacher creates a classroom that is neat and inclusive with student work posted on the walls and posters/images including people that look like their students and families. The teacher might send weekly newsletters or maintain a blog that invites parents/families/caregivers to be a part of the classroom community.</p> <p>Teacher ensures resources used in the classroom are representative of all students' family structures, cultures, and traditions. For instance, the teacher may ask families of their favorite books to add to the classroom library or research books from students' cultures/backgrounds to find high-quality diverse books to add to their classroom library that reflect their students.</p> <p>Teacher might send surveys to students and parents/families/caregivers to gather feedback on ways to make the classroom environment more supportive and inclusive.</p> <p>Sources of evidence: emails, notes from parents/students, meeting notes, communication logs, teacher website, teacher blog, teacher newsletter, gradebook, student records, student attendance, sign-in sheets, parent surveys, student surveys</p>	<p>Teacher creates a classroom that is neat and inclusive with student work posted on the walls and posters/images including people that look like their students and families. The teacher might send weekly newsletters or maintain a blog that invites parents/families/caregivers to be a part of the classroom community.</p> <p>Teacher ensures resources used in the classroom are representative of all students' family structures, cultures, and traditions. For instance, the teacher may ask families of their favorite books to add to the classroom library or research books from students' cultures/backgrounds to find high-quality diverse books to add to their classroom library that reflect their students.</p> <p>Teacher creates a system to ensure students and parents/families/caregivers to gather feedback on ways to make the classroom environment more supportive and inclusive. For instance, the teacher might create a schedule to request feedback on their classroom environment throughout the year and follow that schedule to reach out and survey specific students and parents/families/caregivers. They might also set up a padlet that is open all year and linked to all communications and newsletters where parents/families/caregivers and students can share their perspectives at any time.</p> <p>Sources of evidence: emails, notes from parents/students, meeting notes, communication logs, teacher website, teacher blog, teacher newsletter, gradebook, student records, student attendance, sign-in sheets, parent surveys, student surveys</p>
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Professional Growth and Responsibilities

Professional Standards

This strand addresses professional expectations of teachers. Teachers are expected to adhere to professional ethics, legal code, and district policies. Within the Professional Standards strand, appraisers will review five indicators: **Legal and Professional Standards, Ethics and Core Values, Content Knowledge, Preparedness, and Student Records.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

The *What This Might Look Like* supplemental resources provide examples of how the rubric expectations might be applied. This is not a checklist, or the only possible examples and should not be used in place of the PPFT Professional Growth and Responsibilities Rubric.

Professional Growth and Responsibilities Strand 5: Professional Standards					
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
5.1 Legal and Professional Standards	Teacher does not comply with all state and federal laws and district policies and procedures. Teacher rarely/never exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher occasionally exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher frequently exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher consistently exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher exhibits professional standards of attendance, behavior, and actions across the campus and district without exception .
5.1 <i>What This Might Look Like</i>			Teacher follows all <u>applicable state and federal laws</u> and <u>AISD policies and procedures</u> (including code of conduct and health and safety guidelines). Teacher follows all PPFT Operational Procedures and completes all PPFT Appraisal requirements. Teacher typically complies with professional standards of attendance, behavior, and actions by dressing in a professional manner appropriate for their campus role and duties, arriving on time and being present and accessible during campus hours, submitting required paperwork and lesson plans on time, attending assigned duty stations, attending team/department/faculty meetings, keeping diligent student behavior, academic, and attendance records, following AESOP and gradebook policies, helping with assessment proctoring and turning in test materials on time, following STAAR guidelines, and returning parent phone calls and/or e-mails within 48 hours. Sources of evidence: complete PPFT Appraisal in the HCP, discipline files, observations, interactions with teachers outside the classroom, gradebook, lesson plans, student attendance, eCST records, AESOP records, LPAC records, 504 records, notes/products from AISD Advisory Bodies, committee and faculty meetings.	Teacher follows all <u>applicable state and federal laws</u> and <u>AISD policies and procedures</u> (including code of conduct and health and safety guidelines). Teacher follows all PPFT Operational Procedures and completes all PPFT Appraisal requirements. Without exception, teacher complies with professional standards of attendance, behavior, and actions by dressing in a professional manner appropriate for their campus role and duties, arriving on time and being present and accessible during campus hours, submitting required paperwork and lesson plans on time, attending assigned duty stations, attending team/department/faculty meetings, keeping diligent student behavior, academic, and attendance records, following AESOP and gradebook policies, helping with assessment proctoring and turning in test materials on time, following STAAR guidelines, and returning parent phone calls and/or e-mails within 48 hours. Sources of evidence: complete PPFT Appraisal in the HCP, discipline files, observations, interactions with teachers outside the classroom, gradebook, lesson plans, student attendance, eCST records, AESOP records, LPAC records, 504 records, notes/products from AISD Advisory Bodies, committee and faculty meetings.	Teacher follows all <u>applicable state and federal laws</u> and <u>AISD policies and procedures</u> (including code of conduct and health and safety guidelines). Teacher follows all PPFT Operational Procedures and completes all PPFT Appraisal requirements. Without exception, teacher complies with professional standards of attendance, behavior, and actions by dressing in a professional manner appropriate for their campus role and duties, arriving on time and being present and accessible during campus hours, submitting required paperwork and lesson plans on time, attending assigned duty stations, attending team/department/faculty meetings, keeping diligent student behavior, academic, and attendance records, following AESOP and gradebook policies, helping with assessment proctoring and turning in test materials on time, following STAAR guidelines, and returning parent phone calls and/or e-mails within 48 hours. Sources of evidence: complete PPFT Appraisal in the HCP, discipline files, observations, interactions with teachers outside the classroom, gradebook, lesson plans, student attendance, eCST records, AESOP records, LPAC records, 504 records, notes/products from AISD Advisory Bodies, committee and faculty meetings.
5.2 Ethics and Core Values	Teacher is rarely/never respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is guided by ethics and core values. Teacher is occasionally respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is guided by ethics and core values. Teacher is frequently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is guided by ethics and core values. Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers. Teacher engages in opportunities to identify needs, inequities, and/or areas for campus or system-wide change.	Teacher is guided by ethics and core values. Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers. Teacher leads opportunities to identify needs, inequities, and/or areas for campus or system-wide change.

Professional Growth and Responsibilities

Professional Standards

This strand addresses professional expectations of teachers. Teachers are expected to adhere to professional ethics, legal code, and district policies. Within the Professional Standards strand, appraisers will review five indicators: **Legal and Professional Standards, Ethics and Core Values, Content Knowledge, Preparedness, and Student Records.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Growth and Responsibilities Strand 5: Professional Standards	5.2 <i>What This Might Look Like</i>			<p>Teacher adheres to TEA's Educators' Code of Ethics.</p> <p>Teacher is often respectful of campus and district norms, values, and culture by greeting others in and outside the school building to help create a welcoming, respectful environment, incorporating activities/materials related to the campus' core values into their classroom, such as using restorative practices, implementing SEL strategies, having students engage in CLI practices, highlighting the school song, mascot, or motto when appropriate. Teacher may include information about other campus/community events in their classroom newsletter.</p>	<p>Teacher adheres to TEA's Educators' Code of Ethics.</p> <p>With few or no exceptions, teacher is respectful of campus and district norms by greeting others in and outside the school building to help create a welcoming, respectful environment, incorporating activities/materials related to the campus' core values into their classroom, such as using restorative practices, implementing SEL strategies, having students engage in CLI practices, highlighting the school song, mascot, or motto when appropriate. Teacher may include information about other campus/community events in their classroom newsletter.</p> <p>Engaging in opportunities to identify needs, inequities, and/or areas for campus or system-wide change might look like the teacher participating in Campus Advisory Council meetings, PTA meetings, engaging in conversations around campus data and possible changes with their team, department, or campus leaders.</p>	<p>Teacher adheres to TEA's Educators' Code of Ethics.</p> <p>With few or no exceptions, teacher is respectful of campus and district norms by greeting others in and outside the school building to help create a welcoming, respectful environment, incorporating activities/materials related to the campus' core values into their classroom, such as using restorative practices, implementing SEL strategies, having students engage in CLI practices, highlighting the school song, mascot, or motto when appropriate. Teacher may include information about other campus/community events in their classroom newsletter.</p> <p>Leading opportunities to identify needs, inequities, and/or areas for campus or system-wide change might look like the teacher chairing committees on their campus related to campus improvement, being an active member of their Campus Advisory Council, being an active member of their campus PTA and volunteering to lead activities, starting and continuously engaging in conversations around campus data with their team, department, or campus leaders and taking action to make changes when needs are identified.</p>
	5.3 Content Knowledge	Teacher conveys limited or inaccurate content knowledge.	Teacher conveys accurate content knowledge.	<p>Teacher demonstrates strong content knowledge in multiple contexts.</p> <p>Teacher applies content knowledge to enhance student mastery of objectives.</p>	<p>Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct.</p> <p>Teacher incorporates content knowledge through differentiated explanations to enhance student mastery of objectives.</p>	<p>Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct.</p> <p>Teacher incorporates content knowledge through differentiated explanations to enhance student mastery of objectives.</p> <p>Teacher incorporates content knowledge through cross-curricular learning opportunities that connect student experiences and real-world applications to enhance student mastery of objectives.</p>
	5.3 <i>What This Might Look Like</i>			<p>Teacher is able to accurately answer most student questions on their content topics related to the objectives of the course taught without needing to research the answer.</p> <p>Teacher is able to plan lessons or activities that address all of the content standards of the topic they are teaching to ensure mastery of the lesson/course objectives.</p>	<p>Teacher is able to accurately answer student questions on their content topics without needing to research the answer. Teacher is able to share knowledge of content topics beyond what is required by the objectives of the course taught.</p> <p>Teacher is able to plan lessons or activities that address all of the content standards of the topic and, when needed, is able to teach the same objectives in different ways to ensure mastery of the lesson/course objectives.</p>	<p>Teacher is able to accurately answer student questions on their content topics without needing to research the answer. Teacher is able to share knowledge of content topics beyond what is required by the objectives of the course taught.</p> <p>Teacher is able to plan lessons or activities that address all of the content standards of the topic and, when needed, is able to teach the same objectives in different ways to ensure mastery of the lesson/course objectives.</p> <p>Teacher plans lesson activities that intentionally address standards/learning objectives from other content areas that incorporate real world applications and student experiences.</p>

Professional Growth and Responsibilities

Professional Standards

This strand addresses professional expectations of teachers. Teachers are expected to adhere to professional ethics, legal code, and district policies. Within the Professional Standards strand, appraisers will review five indicators: **Legal and Professional Standards, Ethics and Core Values, Content Knowledge, Preparedness, and Student Records**.

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

Professional	5.4 Preparedness	Teacher rarely/never prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher does not prepare lesson plans when absent.	Teacher occasionally prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares lesson plans when absent.	Teacher frequently prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans when absent so student learning continues with minimal disruption .	Teacher consistently prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans when absent so student learning continues without disruption .	Teacher systematically prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans, interventions, and extensions when absent so student learning continues without disruption .
	5.4 What This Might Look Like			Teacher often has detailed lesson plans with corresponding handouts, links, and/or presentation materials prepared before the day the lessons will be taught. All materials align to the standards that are noted in the lesson plan. Lesson plans are available to be shared quickly upon request. When the teacher will be absent, the teacher leaves lesson plans that align with the standards of the current unit to ensure that there is little learning momentum lost due to the teacher's absence. This might look like the teacher creating some general sub plans that align to different power standards. When the teacher must be out, they might pull a lesson from their sub plan bank that aligns with the standards of the current unit. Sources of evidence: teacher lesson plans and materials, course content standards/TEKS, substitute plans and notes, formal and informal walkthrough feedback, conference	With few or no exceptions, the teacher creates detailed lesson plans with corresponding handouts, links, and/or presentation materials before the day the lessons will be taught. All materials align to the standards that are noted in the lesson plan. Lesson plans are available to be shared quickly upon request. When the teacher will be absent, the teacher leaves lesson plans that align with the standards of the current unit or previous lesson to ensure that the learning momentum continues in the teacher's absence. This might look like the teacher leaving the regularly planned activities for the substitute to engage the class in along with detailed notes and instructions to support the sub and students through the teacher's absence. Sources of evidence: teacher lesson plans and materials, course content standards/TEKS, substitute plans and notes, formal and informal walkthrough feedback, conference	The teacher has a system or routine to prepare detailed lesson plans with corresponding handouts, links, and/or presentation materials before the day the lessons will be taught. All materials align to the standards that are noted in the lesson plan. Lesson plans are available to be shared quickly upon request. When the teacher will be absent, the teacher leaves lesson plans that align with the standards of the current unit or previous lesson to ensure that the learning momentum continues in the teacher's absence. The teacher also includes activities to allow the substitute to support students who need additional support to understand the lesson topics/objectives and activities for students who are ready to extend beyond mastery of the lesson topics/objectives. This might look like the teacher leaving the regularly planned activities for the substitute to engage the class, separate activities for review/retach with small groups of students, and separate activities that provide extension on the lesson topics/objectives. Teacher also leaves detailed notes and instructions to support the sub and students through the teacher's absence. Sources of evidence: teacher lesson plans and materials, course content standards/TEKS, substitute plans and notes, formal and informal walkthrough feedback, conference
	5.5 Student Records	Teacher rarely/never maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher rarely/never communicates progress with students and parents/families/caregivers.	Teacher occasionally maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher occasionally communicates progress with students and parents/families/caregivers.	Teacher frequently maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher frequently communicates progress with students, parents/families/caregivers, and colleagues . Teacher provides opportunities for students to engage in records/documentation management.	Teacher consistently maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher consistently and proactively communicates progress with students, parents/families/caregivers, and colleagues. Teacher guides students to engage in management of records/documentation.	Teacher systematically maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECST documentation, and anecdotal notes. Teacher systematically and proactively communicates progress with students, parents/families/caregivers, and colleagues. Teacher creates systems to ensure students engage in management of records/documentation system.

Professional Growth and Responsibilities

Professional Standards

This strand addresses professional expectations of teachers. Teachers are expected to adhere to professional ethics, legal code, and district policies. Within the Professional Standards strand, appraisers will review five indicators: **Legal and Professional Standards, Ethics and Core Values, Content Knowledge, Preparedness, and Student Records.**

Please click on the rubric to access the interactive [What This Might Look Like](#) web page.

<p>5.5 What This Might Look Like</p>			<p>Teacher often updates Frontline, BLEND, eCST, and other record-keeping systems with attendance, academic, and behavior records and anecdotal notes.</p> <p>Teacher often reaches out to students and families to share students' progress. This might look like the teacher emailing progress reports to students/families, having individual conferences with students about their grades/behavior, and meeting with colleagues who have an educational interest in the student to share student scores/progress and other pertinent academic or behavioral information.</p> <p>Teacher creates times for students to review, add to, and otherwise manage their own records. For instance, the teacher might have students work with partners to complete fluency checks and allow time for students to add notes to their reading folders.</p> <p>Sources of evidence: gradebook, communication logs, emails, ARD/504/LPAC paperwork, eCST, student behavior/academic logs, progress monitoring data</p>	<p>With few or no exceptions, teacher maintains Frontline, BLEND, eCST, and other record-keeping systems up-to-date with attendance, academic, and behavior records and anecdotal notes. For instance, the teacher may score and enter assignments grades daily to keep the gradebook updated.</p> <p>With few or no exceptions, teacher communicates with students and families to share students' progress and or share concerns. This might look like the teacher sending weekly progress reports and behavior notes every Friday to keep students students/families updated on academic/behavior progress, scheduling weekly individual conferences with students to discuss grades/behavior, and meeting regularly with colleagues who have an educational interest in the student to share student scores/progress and other pertinent academic or behavioral information.</p> <p>Teacher supports students to students review, add to, and otherwise manage their own records. For instance, the teacher might plan a daily routine involving a check-in survey, returning graded work, and filing work for future reference.</p> <p>Sources of evidence: gradebook, communication logs, emails, ARD/504/LPAC paperwork, eCST, student behavior/academic logs, progress monitoring data</p>	<p>Teacher creates a routine to ensure Frontline, BLEND, eCST, and other record-keeping systems up-to-date with attendance, academic, and behavior records and anecdotal notes. For instance, the teacher may score and enter assignments grades daily to keep the gradebook updated.</p> <p>Teacher creates a system to communicate with students and families to share students' progress and or share concerns. This might look like the teacher sending weekly progress reports and behavior notes every Friday to keep students students/families updated on academic/behavior progress, scheduling weekly individual conferences with students to discuss grades/behavior, and meeting regularly with colleagues who have an educational interest in the student to share student scores/progress and other pertinent academic or behavioral information.</p> <p>Teacher creates systems to ensure students review, add to, and otherwise manage their own records. For instance, the teacher might plan a daily routine involving a check-in survey, returning graded work, and filing work for future reference.</p> <p>Sources of evidence: gradebook, communication logs, emails, ARD/504/LPAC paperwork, eCST, student behavior/academic logs, progress monitoring data</p>
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Student Growth

What Is It?

Student Growth includes one Student Learning Objective (SLO) and a School-wide Value-Added measure.

- Teachers will be scored on an SLO Process Rubric related to the components of a student learning objective and their students' growth from pre- to post-test.
- Because the types of learning objectives and available assessments vary by subject and grade, measures will vary based on the subject and grade as well as the types of students the teacher teaches.

The Student Learning Objective (SLO) is a method of measuring student growth. SLOs are teacher set goals for individual student growth. The learning objective is a targeted area of high need based on a thorough review of available data and must meet standards for rigor and verifiability. SLOs assign growth targets for each student to achieve based on a pre-assessment score.

School-wide Value-Added is a district-rated measure of the extent to which a school's average growth meets, exceeds, or falls short of average growth. The District has contracted with SAS EVAAS to calculate this measure.

Scoring

Student Growth accounts for 25% of the appraisal final score.

The Student Learning Objective (SLO) is 15% of that final score and is scored using the SLO Process Rubric that includes the percentage of students who met the growth target.

The overall rubric score percentage will be divided by 20 to put the score on the 5 point scale to mirror the other components. This number will be multiplied by 15 to add into the final summative score.

School-wide Value-Added accounts for 10% of the final score. School-wide Value-Added will be calculated by SAS EVAAS and the overall reading and math scores will be compared to the scale below and averaged into a 1-5 score. This score will be multiplied by 10 to add into the final summative score.

5 = Significant Evidence Exceeded Expectations

4 = Moderate Evidence Exceeded Expectations

3 = Met Expectations

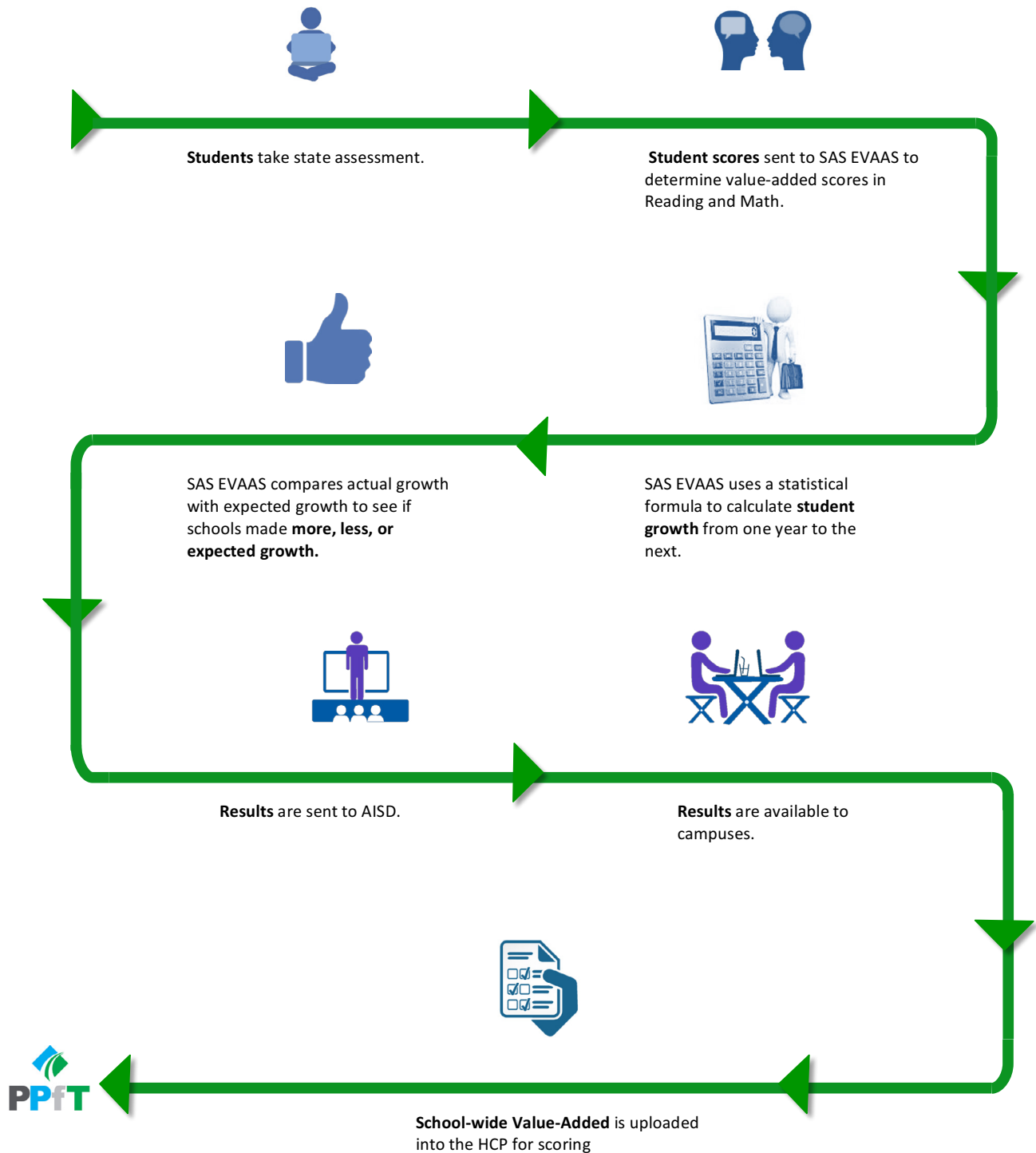
2 = Moderate Evidence Below Expectations

1 = Significant Evidence Below Expectations

School-wide Value-Added scores will not be included for the following: first year teachers, teachers new to Austin ISD, and teachers on special campuses. These individuals will have this percentage replaced by the SLO score. See the [PPfT Appraisal plans](#).

Student Growth

School-wide Value-Added



Student Growth

School-wide Value-Added

What Is It?

School-wide Value-Added focuses on student growth, not achievement, by examining multiple years of student achievement data to produce the most fair, accurate, and reliable measure of student progress. Measuring student progress is important because it helps schools understand how much growth students are making and the effect campuses have on academic performance.

Value-added measures how much progress a school made relative to the expectation of progress. The expectation of progress is defined by the individual students within the school and how other students just like them performed across the state on average.

In other words, we follow each student over time and that student serves as his or her own control. The student's expectation of growth is defined by how similar students performed across the state.

The value-added model then compares each measure of growth to the expectation of growth and uses statistical precision to see if there is evidence that group made more than, less than, or about the same progress as expected.

For the PPFT Appraisal, both the reading and math scores from the prior year will be used for the school-wide score. Teachers will receive the School-wide Value-Added score from the previous year to inform the appraisal score.

Using a school-wide measure reinforces the desire to create a collaborative campus culture and shared accountability.

[Please watch this video for more information.](#)



Scoring

School-wide Value-Added accounts for 10% of the final score. School-wide Value-Added will be calculated by SAS EVAAS and the overall reading and math scores will be compared to the scale below and averaged into a 1-5 score. This score will be multiplied by 10 to add into the final score.

5 = Significant Evidence Exceeded Expectations

4 = Moderate Evidence Exceeded Expectations

3 = Met Expectations

2 = Moderate Evidence Below Expectations

1 = Significant Evidence Below Expectations

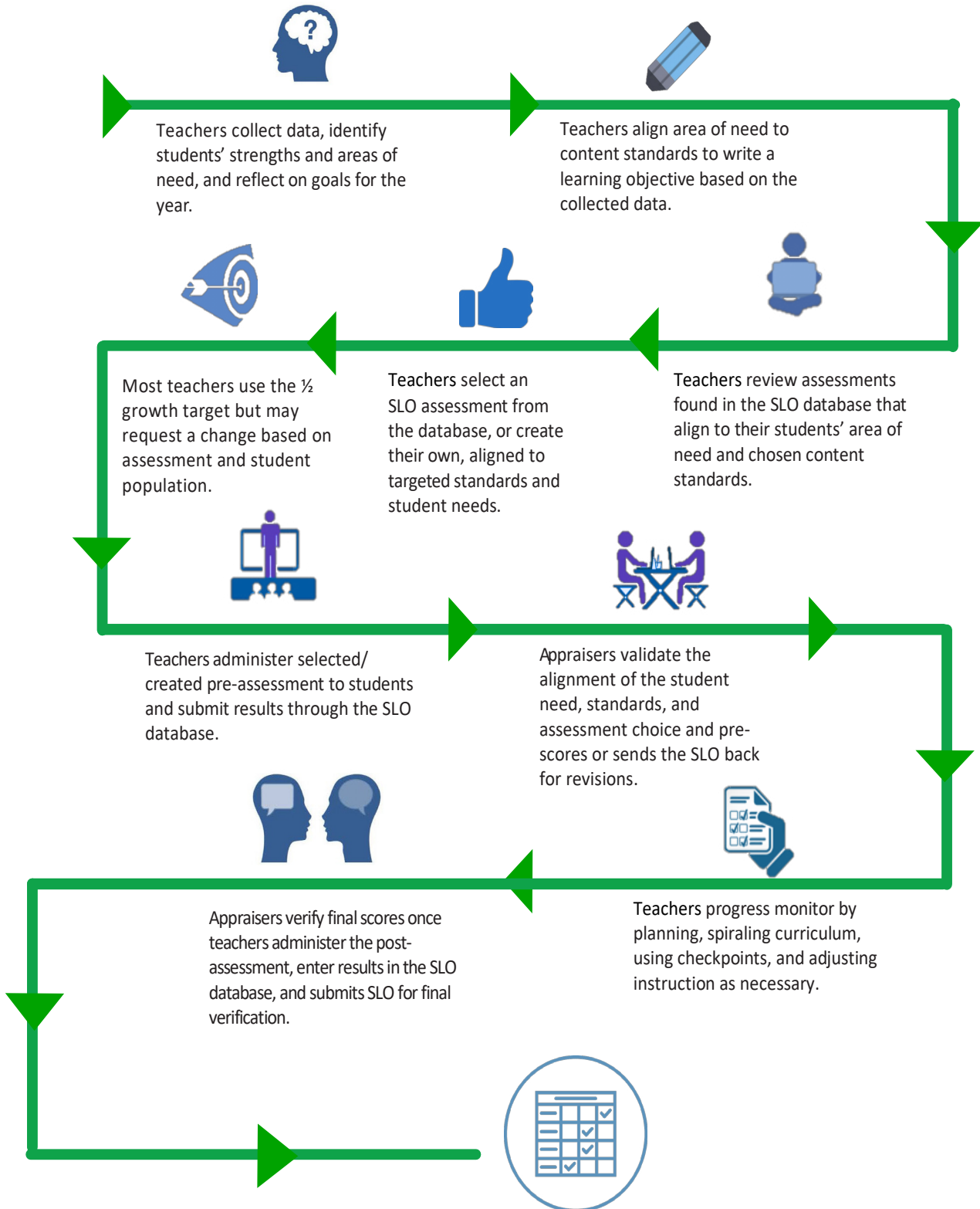
School-wide Value-Added scores will not be included for the following: first year teachers, teachers new to Austin ISD, teachers on special campuses, and teachers with special assignments. These individuals will have this percentage replaced by the SLO score. Please see [PPFT Appraisal Plans](#).

Where Can I Find the Score?

The value-added score from the previous year will be added to teacher's appraisal plan in the spring. Appraisal plans are under the "My Appraisals" tab in the [HCP](#).

Student Growth

Student Learning Objective Process



Student Growth

Student Learning Objectives

What Is It?

The Student Learning Objective (SLO) is a method of measuring student growth. SLOs are teacher set goals for individual student growth. The learning objective is a targeted area of high need based on a thorough review of available data and must meet standards for rigor and verifiability. SLOs assign growth targets for each student to achieve based on a pre-assessment score.

Scoring

The Student Learning Objective (SLO) is 15% of the PPFT Summative Score and is scored using the SLO Process Rubric that includes the percentage of students who met the growth target.

The 5 strands will be scored at the indicator level and will be worth a combined total of 25 points.

Strand 1: Needs assessment, worth 3 points.

Strand 2: Standards Alignment, worth 3 points.

Strand 3: Assessment Alignment, worth 4 points.

Strand 4: Progress Monitoring, Instructional Adjustments, and Reflection, worth 5 points.

Strand 5: Student Growth Targets, worth 10 points.

The overall rubric score percentage will be put on a 5 point scale to mirror the other components.

The SLO Process

1. Teacher will collect/use data from available resources to determine significant areas of need for the students in the identified course/section.

2. Teacher will align the SLO to the current state standards appropriate for that grade level and content area. The standards that align to the SLO goal should represent the content taught over the duration of the designated SLO course (yearlong or semester).

3. Teacher will select/create an assessment that aligns to the determined area of need and the selected content standards. SLO assessments may include written assessments, performance assessments, or work products. SLOs provide unique opportunities for performance based assessments which can give students models of high quality work. SLO assessments do not need to be an additional standardized test.

4. Teacher will select an SLO assessment from the database, or create their own, with targeted standards aligned to the identified area of need.

5. Most teachers will use the ½ growth target but may request a change based on assessment and student population.

6. Teacher will administer selected/created pre-assessment to students and submit results through the SLO database.

7. Appraiser will validate the assessment choice and pre-scores or send the SLO back for revisions.

8. Teacher will monitor and measure student progress toward the identified Learning Objective(s). Teacher will design lessons that incorporate the chosen learning objectives throughout the course/year. Teacher will give occasional formative assessments and adjust instruction as necessary. Teacher will describe the documents and frequency of formative assessments that will be used to measure student progress toward the learning goals during the course/section in the SLO database.

9. Teacher will use/set a measurable objective that quantifies growth in student learning based on the results of administration of pre- and post-assessments. Pre- and post-assessment scores are reported for each student in each teacher's chosen course/section in the SLO database.

10. Appraisers will verify the final percentage of student growth.

11. Appraiser will score the SLO Process Rubric in the HCP.

Student Growth

Student Learning Objective: Yearlong Timeline



2021-2022 PPfT Yearlong SLO Timeline

Timeline	SLO Process
Determine Student Need	<ul style="list-style-type: none"> Collect and analyze data to determine student group and area of high need
August 23 – October 22	<ul style="list-style-type: none"> Yearlong SLO pre-assessment window open
September 24	<ul style="list-style-type: none"> Yearlong created assessments submitted for appraiser approval
October 8	<ul style="list-style-type: none"> Appraisers approve yearlong created assessments
October 15	<ul style="list-style-type: none"> Yearlong SLO student enrollment cutoff date
October 22	<ul style="list-style-type: none"> Complete yearlong SLO submission form and submit with pre-test scores for appraiser validation in the online database
Between Pre- and Post-test	<ul style="list-style-type: none"> Monitor student progress toward Student Learning Objective
November 12	<ul style="list-style-type: none"> Appraiser validates all yearlong SLOs
December 3	<ul style="list-style-type: none"> All yearlong SLO revision requests from appraisers must be completed and resubmitted by teachers
October 25 – January 18	<p><i>Teachers who have an assignment or roster change must request a revision to their own SLO by contacting their assigned SLO District Coordinator when the change occurs. Failure to submit a revised SLO when required will result in receiving zero points for the SLO component of the PPfT Appraisal.</i></p>
January 18	<ul style="list-style-type: none"> New hire/reassignment cutoff date
March 7 – April 15	<ul style="list-style-type: none"> Yearlong SLO post-assessment window open
April 15	<ul style="list-style-type: none"> Complete final yearlong SLO verification form and submit post-test scores for appraiser verification in the online database
April 22	<ul style="list-style-type: none"> Appraisers verify all yearlong SLOs Appraisers score SLO process rubric in the HCP

* SLO assessments MAY NOT be administered prior to the opening of the district testing window under any circumstances.

Student Growth

Student Learning Objective: Semester Timeline



2021-2022 PPfT SLO Fall Semester Timeline

Timeline	SLO Process
Determine Student Need	<ul style="list-style-type: none"> Collect and analyze data to determine student group and area of high need
August 17 – September 24	<ul style="list-style-type: none"> Fall semester pre-assessment window open
September 3	<ul style="list-style-type: none"> Fall created assessments submitted for appraiser approval
September 17	<ul style="list-style-type: none"> Appraisers approve fall created assessments Fall semester student enrollment cutoff date
September 24	<ul style="list-style-type: none"> Complete fall semester SLO submission form and submit with pre-test scores for appraiser validation in the online database
October 1	<ul style="list-style-type: none"> Appraiser validates all fall semester SLOs
October 15	<ul style="list-style-type: none"> All fall revision requests from appraisers must be completed and resubmitted by teachers
Between Pre- and Post-test	<ul style="list-style-type: none"> Monitor student progress toward Student Learning Objective
October 25 – December 3	<ul style="list-style-type: none"> Fall semester post-assessment window open
December 3	<ul style="list-style-type: none"> Complete final fall semester SLO verification form and submit with post-test scores for appraiser verification in the online database
December 10	<ul style="list-style-type: none"> Appraiser verifies all fall SLOs Appraisers score SLO process rubric in the HCP

2021-2022 PPfT SLO Spring Semester Timeline

Determine Student Need	<ul style="list-style-type: none"> Collect and analyze data to determine student group and area of high need
January 5 – February 11	<ul style="list-style-type: none"> Spring semester pre-assessment window open
January 18	<ul style="list-style-type: none"> New hire/reassignment cutoff date
January 21	<ul style="list-style-type: none"> Spring created assessments submitted for appraiser approval
February 4	<ul style="list-style-type: none"> Spring semester student enrollment cutoff date Appraisers approve spring created assessments
February 14	<ul style="list-style-type: none"> Complete spring semester SLO submission form and submit with pre-test scores for appraiser validation in the online database
February 25	<ul style="list-style-type: none"> Appraiser validates all spring SLOs
March 11	<ul style="list-style-type: none"> All spring revision requests from appraisers must be completed and resubmitted by teachers
Between Pre- and Post-test	<ul style="list-style-type: none"> Monitor student progress toward Student Learning Objective
March 7 – April 15	<ul style="list-style-type: none"> Spring SLO post-assessment window open
April 15	<ul style="list-style-type: none"> Complete final spring semester SLO verification form and submit with post-test scores for appraiser verification in the online database
April 22	<ul style="list-style-type: none"> Appraiser verifies all spring semester SLOs Appraisers score SLO process rubric in the HCP

* SLO assessments MAY NOT be administered prior to the opening of the district testing window under any circumstances.
 54* If teachers need to request a revision to their semester SLO due to assignment/roster changes, please contact your assigned district Coordinator.

Student Growth

Student Learning Objectives

Who Completes an SLO?

Teachers who are assigned to a campus by the new hire cut-off date are required to complete an SLO.

- Teachers who instruct students at least 50% of the time and have a consistent group who they see throughout the year will be required to complete an SLO.
- Teachers who instruct students at least 50% of the time, but have revolving groups throughout the year, **will still be required to complete an SLO**. Please contact your assigned district PPFT Coordinator to discuss options for your SLO.
- Teachers who do not directly instruct students at least 50% of the time will not be evaluated with PPFT and are not required to complete an SLO.

Please see the [PPFT Appraisal Plans](#) for the list of campuses and assignments who will not complete an SLO.

SLO Requirements and Core Guidelines

Failure to meet the requirements below will result in the teacher receiving a score of 0% for the SLO component of the PPFT Appraisal.

- SLO must address the course/section number where the teacher instructs the largest student population unless an alternate plan is approved by the appraiser.
- SLO must address all students from the listed course/section number(s).
- All submission and revision deadlines must be met. Teachers must follow the SLO timelines.
- All testing must be done within the allotted testing windows for fall, spring, and yearlong SLOs.

Each section of the SLO entry must meet the guidelines in this support guide.

- All students must have a pre- and post-assessment score. Keep all original SLO-related materials, including accompanying graded student work, for at least one full year after final submission for auditing purposes.
- Altering student answers or using SLO assessment items for the purpose of instruction or review at any point in the year is strictly forbidden and will result in the SLO being invalidated.
- Revisions requested from your appraiser during validation must be completed, according to the appraiser comments, within 10 working days.

Who validates my SLO?

SLOs are reviewed and validated by campus appraisers for rigor and completion according to the guidelines in this support guide.

I was hired after the school year began. Do I complete an SLO?

Teachers who are hired on or before the new hire cutoff date, will complete an SLO. Those teachers have the option of creating a new SLO or taking over an existing SLO if one has already been created. If taking over an SLO from a previous teacher, the teacher must have the student pre-test documents in order to move forward.

Student Learning Objectives

Course Selection

Purpose

To determine which course/section and student population will be addressed in SLOs.

Guidelines

SLOs must address the course/section number where the teacher instructs the largest student population. If the largest enrolled course/section is not an area of high need, then teachers may request approval from their appraiser to use a different course/section.

Within the identified course, teachers may target one section or period they instruct.

SLOs must address a high need for the majority of the student population within the course/section. There may be outliers, but the SLO should be a significant need for the vast majority of the students.

Required Documentation

Select your chosen SLO course/section in the SLO database.

“I teach multiple subjects and I am not sure which one to choose. What should I do?”

Your SLO will need to focus on your largest course/section number based on enrollment. After determining your course, select a target section or period and try to focus your SLO an area/s of need. If you need more guidance, discuss your options with your appraiser or contact your assigned district PPFT Coordinator.

“What if I am a teacher who is not assigned to a course and don’t have a roster?”

You have a few options. You can focus on:

- entire caseload;
- entire caseload at largest grade level;
- entire caseload at largest present level; or

If you need further guidance contact your appraiser or your assigned district PPFT Coordinator.

Student Learning Objectives Needs Assessment

Purpose

Teacher will collect/use data from available resources to determine significant areas of need for the students in the identified course/section.

Guidelines

- SLO must address an area of high need for most if not all included students.
- When formal data is available, it must be specifically referenced.
- When there is no formal data, there must be an explanation of how needs were determined.
- Pre-assessment results may be used to add further validity to the needs assessment.

Guiding Questions

- What needs were identified for all students?
- What strengths were identified for all students?
- What are the campus priorities (CIP and other campus initiatives)?
- If no formal data is available for the subject, what other methods can be used to determine students' needs?
- Are the identified needs aligned with the grade level standards?

Directions

1. Collect data from available resources.
2. Identify campus needs/goals and apply to the area of instruction.
3. Analyze data — look for patterns, trends, strengths, and weaknesses for all students.
4. Use results of analysis to determine high need areas that could be used for the purposes of SLOs.
5. Compare data/needs assessment with grade level team and/or department head for determining common areas of need to align instruction, interventions, and resources.



Student Learning Objectives Needs Assessment

Data Sources

- CIP
- district and campus reports
- teacher developed resources
- formative assessments
- running records
- observations/anecdotal evidence
- elective departmental exams
- district and campus generated data
- identifying needs across larger student groups
- historical data/trends

Required Documentation

Complete the Comments/Area of High Need data field on the SLO entry form in the SLO database. This can be done at any point before submitting.

Next Steps

Creating an assessment?

You'll need to write your learning objective next and then create your assessment.

Selecting an assessment?

You'll need to select your assessment from the SLO database next and then write your learning objective.

How do I determine needs for the purpose of an SLO?

Historical data is often beneficial in these circumstances. What content have students struggled to understand or retain in the past? What assessments are you basing that determination on?

What if my students have significant needs in multiple areas that would each be appropriate for an SLO?

Consider your Campus Improvement Plan to see if there is alignment with any of the needs you identified. If there is no alignment and if one need is no greater than another, you can choose either. Although you will teach the content for both areas with the same depth and high expectations for growth, you will need to choose one area to track for the purpose of your SLO.

Should I look at the data around individual TEKS or STAAR Reporting Categories?

Examine the data on all levels. This will help to inform your instruction regardless of how you structure your SLO. The Learning Objective section of this manual provides details regarding how broad or narrow the SLO can be.

Student Learning Objectives

Standards Alignment

Purpose

Teacher will align the SLO to the current state standards appropriate for that grade level and content area. The standards that align to the SLO goal should represent the content taught over the duration of the designated SLO course (yearlong or semester).

Guidelines

- After analyzing data and completing a needs assessment to identify the area of need for your students, you will need to align the need to content standards.
- A Student Learning Objective must align directly to at least three course content standards.
- The content standards chosen must align to your identified area of student need.

Guiding Questions

- What TEKS or other content standards for your course/section are aligned with the identified area(s) of student need?
- What are the relevant needs for my course/section and how will I target the standards to address them?
- How will I incorporate the content standards into your scope and sequence to ensure student growth?
- How will you progress monitor the chosen standards?



Student Learning Objectives

SLO Assessment

Purpose

Teacher will select/create an assessment that aligns to the determined area of need and the selected content standards. SLO assessments may include written assessments, performance assessments, or work products. SLOs provide unique opportunities for performance based assessments which can give students models of high quality work. SLO assessments do not need to be an additional standardized test.

Selecting an assessment?

Go to the SLO database and browse the list of teacher created assessments. Select an assessment that is aligned to the needs of the identified course number from the pre-populated list. This will provide teachers with the TEKS or content standards and growth target for the SLO. Please keep in mind that assessments may cover content standards for the identified course but may not be a high need for the specific students enrolled in that course/section. Administer the pre-assessment to all students enrolled in the identified course/section number.

* Please review your selected assessment thoroughly before administering to students. Report any assessment issues, in writing, to your assigned district Coordinator.

Creating an assessment?

Use the needs assessment to determine the TEKS or content standards that will be addressed in the SLO. Use the TEKS or content standards to develop an appropriate assessment. Refer to the [Help](#) tab in the SLO database for created assessment writing resources.

Guidelines

- Teacher developed assessments should be created through collaboration, not in isolation.
- All questions and assessment content must be aligned with the identified learning objective and grade level TEKS or standards.
- Assessments may cover as few as three student expectations from the standards but should not be broader than a single (entire) STAAR Reporting Category.
- All content in the learning objective must be covered in the assessment (STAAR Reporting Categories must be covered in their entirety).
- TEKS/SEs and level of rigor must be identified and labeled for each question on the assessment map. Refer to the [Help](#) tab in the SLO database for a template.
- Assessments must measure individual student performance, not a group's performance.
- Individual assessment items must vary in levels of rigor (30% from Level 1 - Recall, 60% from Level 2 - Application, 10% from Level 3 - Analysis). Refer to the [Help](#) tab in the SLO database for depth of knowledge resources.
- Assessments must meet at least one of the following requirements for length:
 - Multiple Choice: minimum 10 questions for pre-k and kindergarten, 15 questions for 1st, and 20 questions for grades 2-12. Must contain at least 4 answer choices.
 - Short Answer: minimum 5 questions
 - Essay: responses must be at least 1 page in length and graded using a rubric.

Assessments in the SLO database were developed and reviewed by AISD teachers. Please note, these are a resource and not standardized cumulative assessments and must be reviewed in full to ensure it meets the needs of your students in your identified course/section.

Student Learning Objectives

SLO Assessment

Guiding Questions

- What style assessment will best measure student performance and growth for the identified area of need?
- What resources are available to create or find assessments in the identified subject area?
- Will students be exposed to any of these questions again throughout the year?
- Does the assessment measure depth of understanding? Are there questions that would challenge even the most knowledgeable students?
- Have I reviewed the assessment in detail and taken the assessment through the lens of my students?

Resources

- Select an assessment from the teacher created resource bank in the SLO database.
- Create your assessment using the created assessment criteria.

Important Note

All students in an SLO have to take the same test. If the same assessment is not appropriate for all students in the course/section, then the assessment should be changed.

Directions

1. Select or create an assessment:

If selecting an assessment, choose it from the dropdown menu on the SLO tab in the database to populate the assessment information, TEKS, and growth target.

If creating an assessment, identify the TEKS from the needs assessment and use to develop an assessment that meets the guidelines listed above. Submit the teacher-created assessment, along with a completed cover page and answer key/assessment map, to your appraiser through the SLO database. You will receive notification by the assigned due date on the SLO timeline that your SLO was approved or requires revisions. When approved, you will gain access to your SLO roster and will be able to assess your students.

2. Administer according to student's IEP, 504, and/or ELL status, if necessary. It is the classroom teacher's responsibly to ensure that all students who require accommodations receive them during both pre- and post-test administration.
3. Administer the assessment to students. Make a plan to ensure that absent and newly enrolled students who enter on or before the student enrollment cutoff date are given the assessment.

Required Documentation

- If using a created assessment, fill in the Assessment field of the SLO entry with a complete description of the test (teacher made, resources used, etc.), the length of the assessment and the grading scale used, as well as any special notes or instructions.
- Upload a blank copy of the assessment with a completed cover page and answer key/assessment map, to the SLO database.

What happens if my assessment doesn't meet the criteria?

If it is determined that your assessment does not meet the criteria, you will be given a chance to revise your assessment or use a pre-approved assessment. **Do not administer the assessment to your students until it has been approved by your appraiser.**

Can I use benchmark tests for my SLO?

No, benchmark tests are comprehensive, while SLOs are targeted. Also, benchmark tests are not normalized from the beginning of the year to the middle and end, and are therefore not a reliable measure of growth.

Can I use STAAR scores?

No, in addition to being comprehensive, the STAAR test is only given once a year and therefore does not measure growth throughout the year.

Do I give accommodations to students with 504s, IEPs, and/or based on ELL status?

Yes. All accommodations must be provided for instruction and assessments, including SLOs, excluding testing more than once per testing administration.

Student Learning Objectives

SLO Assessment

- Rubrics must clearly define the criteria for achieving a specific number of points in multiple related skills at multiple levels of proficiency. All descriptors must be specific. The highest level of attainment must allow students to exceed grade level expectations.
- When using a rubric, students must receive an independent score for each skill being assessed, which can then be totaled into a final score.
- To maintain testing integrity, when multiple teachers select the same SLO assessment, they should administer the assessment in the same way and on the same day. Follow STAAR testing procedures and protocols.
- Teachers must keep student testing documents for one year for auditing purposes.
- If a teacher leaves the teaching position before the new teacher hire cutoff date, the teacher must leave the student testing documents on campus.
- Make assurances against cheating (students may not take the test in groups).
- Monitor students and do not alter their answers.
- Teachers are responsible for providing 504, IEP, and ELL accommodations.
- Hints, helping tools, detailed instructions, etc. are not allowed. If they are an integral part of the test, they must be clearly identified in the SLO entry, approved by the appraiser, and given on both the pre- and post-tests.

Requirements for Ensuring Testing Integrity

- All online administration of SLO assessments must occur in BLEND, the official AISD platform (3rd –12th). SeeSaw may be used for PK – 2nd grade assessments.
- Teachers may now use SchoolCity to create and administer SLO assessments. Please contact your Camus Testing Facilitator for more information.
- Give students the test only one time per administration (pre- and post-).
- Administer SLO to all students on the same day when appropriate.
- Absent students should take the test ASAP, upon return to school.
- Do not review SLO questions or answers with students at any time throughout the year.
- Students should not grade the tests.
- Do not send tests home with students.

Subject Specific Requirements

Language Arts

- Fluency may not be used alone. It may only be combined with comprehension and/or other more thorough measures.
- High frequency word lists may not be tested in isolation.

Keyboarding

- Must include both speed and accuracy.
- Must be documented in Microtype with official report provided verifying date of administration.

Foreign Language

- Neither conjugation nor vocabulary may be tested in isolation.

Student Learning Objectives

Writing a Learning Objective Statement

Purpose

To establish a learning objective aligned to student needs and based on TEKS or standards which will be measured for the purpose of SLOs

Guidelines

- Must be a statement of learning aligned to TEKS/standards.
- Must be focused on multiple related areas of high need for all students addressed in the SLO.
- Can be as narrow as three student expectations from the TEKS/standards but no broader than a single STAAR Reporting Category.
- Must be a rigorous and complex goal of student learning appropriate for instruction and growth over the full length of the course.
- Should be primarily focused around Readiness Standards in all STAAR tested subjects.

Directions

1. Turn the standards used into a statement of student learning, stated in a complete sentence.

Example of a STAAR Reporting Category:

My students will demonstrate an understanding of the concepts and uses of measurement.

2. When using multiple related TEKS and/or student expectations (SEs), just combine and rephrase.

Example of related TEKS:

My students will understand how natural events can impact Earth's features and systems, and how the sun and ocean interact to influence and produce weather systems.

How do I write my learning objective statement?

Use the language of the TEKS or standards that describe your area of high need and rephrase them into a statement of student knowledge and skills. You can even begin the learning objective with "The students will be able to..." and complete the sentence with the standards.

How broad or narrow can my learning objective be?

Learning objective statements can be as narrow as three student expectations from the TEKS (if it meets all other listed guidelines), but no broader than a single entire STAAR Reporting Category.

What is an example of a learning objective that is too narrow?

A third grade math SLO with a learning objective focusing on reading clocks and measuring elapsed time would be considered too narrow. If reading clocks is a need, there are likely other aspects of measurement (temperature, length, estimations, weight, etc.) that are needs as well and should be included. If there are no other aspects of measurement that are a significant need, then reading clocks should not be used for this learning objective.

Student Learning Objectives

Pre-Assessment

Purpose

To determine a baseline from which to measure student growth.

Guidelines

- Student testing documents for all students must be saved for one year beyond the summative report for auditing purposes.
- SLO student data should be recorded on the pre-populated roster found in the SLO database.
- Teachers are responsible for grading accuracy. SLOs will be measured against the actual score, not the reported score, when there is a discrepancy. Automated scoring should always be double checked.

Directions

1. Grade assessments.
2. Enter pre-test scores for each student individually on your roster and growth targets will auto-populate. The SLO database will not allow you to submit an SLO with roster blanks.
3. Save the roster on the SLO database.

The SLO database times out after 60 minutes. Please save often.

Required Documentation

- Upload a blank copy of the assessment and a completed cover page and assessment map, if you created your own.

Can I use the General Test Grading function on the benchmark scanner?

This solution, though convenient, is prone to errors and is therefore not recommended. You may use it, but you are ultimately responsible for accurate grading of both the pre- and post-assessments.

Can I use Scantrons?

Yes, though you are still responsible for scoring accuracy on both the pre- and post-assessment.

Can I transfer my students' answers to an answer sheet?

No, saved student work must be the actual student work (this could be either the test booklet or an answer sheet), unless it is a modification specified in an IEP.

Student Learning Objectives

Growth Target

Purpose

To set a rigorous goal for student growth from the beginning of the year (or semester) to the end that is determined by the assessment selected or created.

Guidelines

- Teachers who select an assessment will have their growth target determined and pre-populated in the SLO entry form. **The remaining guidelines are for teacher-created assessments.**
- The standard growth target for a 100-point test is: students will make half the growth required to score 100. $(100 - \text{pre-test score}) / 2$.
- Assessments that do not add up to 100 points, or are not using a percentage score, will be based on a formula which requires students to grow by at least $\frac{1}{2}$ of what is required to attain a perfect score. $(\text{perfect score} - \text{pre-test score}) / 2$.

Example: An assessment with a perfect score of 32. Students will make half the growth required to score 32. $(32 - \text{pre-test score}) / 2$.

- Pre-k and kindergarten growth targets must attain a score equal to 70% to meet the expectations set forth in the TEKS.

Example: Students will score at least a 70% if they score 0 to 40% on the pre-test, or they will make half the growth required to score 100% if they scored 41% or higher on the pre-test.

- Growth targets for rubrics, non-100 point assessments, assessments without a ceiling, or assessments based on uneven scales, will need to approximate the same level of rigor as the formula by using a multi-tiered target. Contact your assigned district Coordinator for help with non-standard growth targets.

- Must be based on the same grading scale that your assessment was scored on.
- SpEd and intervention teachers testing special populations using grade level assessments are eligible to use the 1/3 growth target. Please contact your assigned district Coordinator for help.

Directions

1. If using a 100 point assessment, use the formula $(100 - \text{pre-test score}) / 2$.
2. If using an assessment that does not have 100 points, use the formula $(\text{perfect score} - \text{pre-test score}) / 2$.
3. If you believe either your student population or your assessment warrants a different growth target, contact your appraiser for approval to create a rigorous yearlong or semester growth target that considers what growth would go beyond normal expectations.



Student Learning Objectives

Growth Target

Resources

- SLO Database Help Tab
- Assigned District Coordinator

Required Documentation

- Select the appropriate growth target from the dropdown menu on the SLO if you created an assessment.

How is the percentage of students who achieved the goal calculated?

Each student counts as either a “yes” or a “no” depending on whether they met the goal set in the growth target. In order to calculate the percentage of students who successfully met the goal, divide the number of students who met the target (counted as a “yes” on the roster) by the total number of active students included in the SLO. The formula is: final % = number of students who met specified growth/total number of students in SLO. The database will automatically calculate this for you.

What if a student withdraws? Do they count toward my goal?

No, the SLO database will not include students who have withdrawn prior to giving the post-assessment when calculating your final percentage. When they withdraw from the course/section the student will be grayed out on the roster. The only exception is if a student is enrolled for both pre- and post-test and withdrawals after the post-test administration.

Do chronically absent students count toward my total?

Yes, they will be counted. Note the number of days the student was absent in your final entry and bring documentation of your efforts to get the

student to school (eCST documentation) **before** your summative conference with your appraiser. Students can be exempted at your appraiser’s discretion in extreme circumstances. Unless the student is absent for the entire pre- or post-test window, all students will require a score in order to submit the SLO. Appraisers should create internal campuses policies to ensure equity in approving exemptions.

Do my Special Education and ELL students count toward my total?

Yes, they must be included in your SLO, if they are included in your instruction of the tested subject. All students should receive accommodations as required by their IEP, 504, and/or ELL status.

I teach Life Skills or PPCD. How do I construct a growth target for my students?

Contact your assigned district Coordinator. They will work with you and your appraiser to help craft an appropriate growth target for your students.

I’m a PPCD teacher and feel that 1/2 growth target for my students is not appropriate.

SpEd and intervention teachers have the option to set 1/3 growth target if they determine with their appraiser that the 1/2 growth target is not appropriate for their student population.

Student Learning Objectives

New Student Enrollment Cutoff

Teachers will be unable to submit their SLO for pre-test validation until after the new student enrollment cutoff date. Please see timelines for this date.

Purpose

To finalize a list of students who must be included in the SLO based on the date of enrollment.

Guidelines

- All students enrolled on or before the cutoff date will be included in the SLO.
- All students must be given both a pre- and post-assessment in order to count as having successfully met the growth target.
- For semester SLOs, pre- and post-assessments must take place during the same semester.

Directions

1. Check class rosters for all course/section(s) numbers included in your SLO on the new student cutoff date. Any student who enrolled on or before this date must be tested, even if enrolling after your SLO pre-test administration.
2. Administer pre-assessments to all students who have not yet been tested.
3. Grade pre-assessments and add scores to your roster.

Resources

- TEAMS - for checking enrollment on the actual cutoff date.
- Campus Registrar - for generating a report of enrollment on the cutoff date, after the fact.
- SLO Database Roster - indicates student enrollment dates.

Semester SLOs

- All students enrolled on or before the new student enrollment cutoff date must be included in your SLO.
- Pre- and post-assessments must take place during the same semester.

Student Learning Objectives

Database Entry

Purpose

To officially document and submit an SLO in the SLO database for pre-test validation by an appraiser.

Guidelines

- All SLO scores must be entered within the allotted testing windows and submitted by the deadline. No testing may be conducted outside of these dates.
- Each field in the database must be filled out according to the guidelines in the corresponding sections of this support guide.
- The SLO roster is based on the TEAMS Gradebook roster. Student names, ID numbers, course numbers, student enrollment date, individual growth targets, and actual student growth will be pre-populated. Teachers will need to manually enter their pre- and post- assessment scores into the roster.

Guiding Questions

- Am I fully aware of the general SLO guidelines and SLO requirements as well as the guidelines for each step in the SLO process?
- Is my student pre-assessment data entered into the roster?

Directions

For extended database entry instructions with screenshots and brief explanations for each field. Please see the Help tab of the SLO database for a step-by-step guide.

Important! Click “Save” early and often when working in the SLO database! The database “times out” after approximately 60 minutes of inactivity, which results in all unsaved data being lost.

1. Use your AISD cloud username and password to log in to the SLO database.
2. Fill out each field of the SLO entry form according to the guidelines in the corresponding sections of this support guide.
3. Review and save your entry.
4. Go to the roster to confirm that all students are listed, have pre-test scores, and have growth targets. Click “Save Roster” button.
5. Go back to the SLO tab and click the “Submit for Validation” button.

Resources

- Database step-by-step guide in the Help tab of the SLO database.

Required Documentation

- Complete entire SLO database entry page and student roster, then click submit.

How do I know if my SLO has been submitted or validated?

You can check the status of each SLO from the “My SLOs” view of the database. Look for the “Status” column.

If it is not visible, you might need to scroll the page to the right using the bar at the bottom of the page.

There is a document in the SLO database Help tab that explains each status and next steps.

Student Learning Objectives

Progress Monitoring

Purpose

To monitor and measure student progress toward the identified Learning Objective. This is the most important part of the process

Guidelines

- Items used in SLO assessments may not be given to students, used for instructional purposes, or included in any non-SLO assessments.
- Skill-based rubrics (as opposed to content-based rubrics) can be used for instruction throughout the year.

Guiding Questions

- What resources do I have available to monitor student growth that were not used in my SLO assessment?
- How can I spiral the content from my learning objective into lessons throughout the year?
- How can I support my colleagues to ensure that we are all monitoring student progress?
- What professional learning would help me achieve my goals?
- What additional resources would help me achieve my goals?
- What are other teachers doing to incorporate their learning objective into lessons throughout the year?

Materials/Resources

- Professional learning, journals and books related to effective instruction in your specific content area, best practices, effective planning, differentiating, spiraling, etc.
- Colleagues

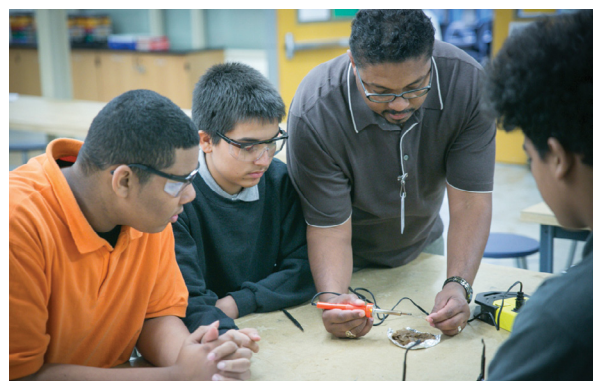
Required Documentation/Product(s)

While progress monitoring documents are not required through district policy, your campus appraiser may require teachers to submit progress monitoring documentation.

Continue monitoring students' progress. Design lessons that creatively incorporate your learning objective throughout the year. Give occasional short cycle assessments and adjust instruction as necessary.

Yearlong SLOs- All students enrolled on or before the yearlong cutoff date must be included in your SLO.

Semester SLOs- All students enrolled on or before the semester cutoff date must be included in your SLO.



Student Learning Objectives

Revision Requests

Purpose

To revise an SLO once a revision request is made by an appraiser or request a teacher revision as a result of significant changes to student groups or teaching assignments.

Guidelines

- Complete revisions according to a specific request made by an appraiser is required.
- Complete all revisions and resubmit within 10 working days of the date requested.
- Teachers must request a revision if there are significant changes to a student group or teaching assignment. Teachers need to contact their assigned district Coordinator in writing when this change occurs.

Guiding Questions

- What specific part(s) of my SLO are in need of revision? Please meet with your SLO appraiser who requested the revisions for more information.
- How long will it take to complete the request? Since there is a 10 working day window to complete your revision, planning is imperative.
- Have there been any changes to my class or teaching assignment that would require me to request my own revision to my SLO?

If a teacher's student roster or assignment on a yearlong SLO changes, then the teacher must request a revision to their own SLO between October 25, 2021 and January 18, 2022, by contacting their assigned district SLO Coordinator, in writing, as soon as the change occurs. Failure to submit a revised SLO when required will result in receiving zero points for the SLO component.

Directions

1. Log in to the SLO database.
2. Click "Edit" next to "Revision Required." Clicking this button will allow you to edit your SLO. Revision comments from your SLO appraiser will be at the bottom of your SLO.
3. Complete all revisions according to the comments from your appraiser.
4. If you are requesting a revision to your SLO due to a change in student groups or teaching assignments, you must notify your appraiser and district Coordinator in writing during the revision request window noted on the SLO timeline.
5. Submit your revised SLO for validation.

Materials/Resources

- Revision comments and instructions for completing the revision.

Required Documentation/Product(s)

- Complete revisions and submit revised SLO within 10 working days of receiving the request.

How do I know if a revision is required on my SLO?

Any time a revision request is generated, you will receive an email with the revision comments. You can also check the SLO database and look at the "Status."

What if I do not agree with the revision request?

Revisions are generated when your SLO does not meet the guidelines and must therefore be completed. If you feel that your SLO does meet the criteria, please contact your appraiser so your SLO can be reviewed again.

Student Learning Objectives

Post-Assessment

Purpose

To administer post-assessment.

Guidelines

Post-assessment and pre-assessment must be the same, with the following exceptions:

- The order of questions and answer choices may be changed, but question wording and content must stay the same.
- Qualitative and skill-based rubrics can often use different content on the post-assessment, but the rubric must be the same. For example: an art rubric focused on shading, proportion, and, perspective could use a different subject for the pre- and post-assessment, but still accurately measures growth in those skills over the course. If you are unsure if this would apply to your assessment, please contact your assigned district Coordinator.
- All students who are enrolled on or before the [New Student Cutoff Date](#) and have not withdrawn from the course, must be given the post-assessment. It is recommended that you do not wait until the last minute to test as students who are absent on the day of test administration must still be included in your final calculation.
- Active students without both a pre- and post-assessment must be counted as not having met the growth target in the final calculation.

Directions

1. Administer post-assessments according to the guidelines set forth in the [Assessment section](#) of this support guide.
2. Grade tests according to guidelines in the [Pre-Assessment section](#) of this support guide.
3. Directions for completing your roster are on the [Final SLO Submission instructions](#).

Materials/Resources

- Your roster

Required Documentation/Product(s)

- Keep graded student work for one year.
- Complete the roster for your final SLO submission form.

What if a student is absent during testing?

All students need both a pre- and post-assessment on record, so absent students should be tested immediately upon their return. Students who are required to be included in your SLO who do not have both a pre- and post-assessment score count against you when calculating your final percentage.

What if I am not sure when a student enrolled?

The SLO roster includes an entry date column. You should see the date each student enrolled in your course.

Student Learning Objectives

Final Submission

Purpose

To calculate and document final student performance in the SLO database.

Guidelines

- Students must have both a pre- and post-score in order to count as a “yes” when calculating the final percentage of students who achieved the growth target. Students without both a pre- and post-score must still be included but counted as a “no.”
- Students enrolled on or before the [New Student Cutoff Date](#) must be included in your SLO.
- If a student withdraws from your class at any point during the school year, the student will be grayed out on the roster. These students will not be included when calculating your final percentage, unless the student withdraws after the post-assessment administration period.

Directions

1. Log in to the SLO database and click on the roster tab.
2. Complete your SLO roster by doing the following:
 - Ensure that all students on your roster on or before the [New Student Cutoff Date](#) are included and have "active" status.
 - Enter all student post-assessment scores.
 - The roster will auto-calculate students' final percentage of growth.
 - The roster will auto-calculate the final percentage of students who met the goal by using the following formula: final % = number of students who met specified growth ÷ total number of students in SLO.
3. In the “teacher comments” field, add any extra notes or comments, as well as documentation for individual student exemption requests.

- If you have students with special circumstances that you feel should exempt them from being included in your SLO, explain that in the “Teacher Comments” field and check the “request exemption” box. Your appraiser will make that determination when verifying your SLO.
- If you are requesting an exemption for absences, indicate the number of days the student was marked absent from your class in your teacher comments. You should also be prepared to provide documentation if your appraiser requests it.
- Saving your SLO roster will not submit your SLO to your appraiser. You must follow the submission steps and click the submit button at the bottom of your SLO edit page.
- The Office of Employee Effectiveness will send reminders to submit and notifications if not submitted. These reminders and notifications are automatically generated based on your current SLO status. Please do not ignore these emails. Contact your assigned district Coordinator with questions and concerns.
- SLOs not submitted by the deadline will be invalidated and no points can be earned for the SLO component of the teacher's PPFT Appraisal.

Materials/Resources

- Roster with all student data and fields completed
- For extended database entry instructions with screenshots and brief explanations for each field, please see the **Help tab of the SLO database**.

Required Documentation/Product(s)

- Complete final roster.
- Complete all fields in the Verification Form and click submit.

Student Learning Objectives

SLO Process Rubric

Student Learning Objectives Process and Outcomes Rubric							Max Strand Points			
Strand 1: Needs Assessment	Teacher will collucture data from available resources to determine significant areas of need for the students in the identified course/section. <i>Evidence/Artifacts:</i> CIP, district/campus-wide data reports, teacher developed formative assessments, running records, observations/anecdotal evidence, elective departmental exams, district/campus generated data, historical data/trends *SLO pre-test scores may be considered as an additional data point to validate the area of need	1- Support Needed The use of student performance data for analysis is unclear or nonexistent.	2- Developing Teacher analyzes at least one form of student data but the area of need may not be clearly identified.	3- Meets Expectation Teacher analyzes multiple forms of student data (may be formal, anecdotal, historical, or observational) to identify a clear area of need.	4- Exceeds Expectations	5- Mastery	3 points			
	Strand 2: Standards Alignment	The Student Learning Objective Statement does not directly connect to at least three course content standards, and/or the standards are loosely/not aligned with the area of need.	Teacher selects/creates an assessment that does not directly align to content standards/area of need determined by needs assessments.	Teacher selects/creates an assessment that loosely aligns to content standards/area of need determined by needs assessments.	Teacher selects/creates an assessment that directly aligns to needs assessment and standard, and assessment engages students in the appropriate depth-of-knowledge and level of difficulty considering the expected knowledge and skills.	Teacher uses a rigorous assessment that supports clarifying student expectations, and encourages students to self-monitor in a developmentally appropriate way, to increase student performance.		3 points		
		Strand 3: Assessment Alignment	<i>Evidence/Artifacts:</i> Assessment information selected/reviewed in the SLO database, student data records, anecdotal notes, rubric based assessments, peer/self assessments	Teacher rarely/never monitors student progress, collects data, and reflects on student needs.	Teacher occasionally monitors student progress, collects data, and reflects on student needs.	Teacher frequently monitors student progress, collects data, and reflects on student needs.		Teacher consistently monitors student progress, collects data, and reflects on student needs.	4 points	
			Strand 4: Progress Monitoring, Instructional Adjustments, & Reflection	<i>Evidence/Artifacts:</i> Progress monitoring reporting in the SLO database, grade/interim group schedules, student progress data, running records	Teacher rarely/never adjusts instruction when needed.	Teacher makes adjustments to instruction; adjustment may not meet student needs.		Teacher makes successful adjustments to instructional strategies, as needed, ultimately resulting in student growth.	Teacher makes successful adjustments to instructional strategies, as needed, ultimately resulting in student growth.	5 points
				Strand 5: Student Growth Targets	Teacher will use a measurable objective that quantifies growth in student learning based on the results of administration of pre- and post-assessments. Pre- and post-assessment scores are reported for each student in each teacher's chosen course/section in the SLO database. <i>Evidence/Artifacts:</i> Student Pre/Post-test scores on roster in SLO database	0-49% of students meet their individual growth target		50-69% of students meet their individual growth target	70-84% of students meet their individual growth target	85-94% of students meet their individual growth target

Revised 9.27.21

System Scoring

Instructional Practice

Each formal observation will be scored using the Instructional Practice Rubric. Each strand will be scored at the indicator level and each indicator within the strand will be averaged for a strand score (1-5) on each of the 5 Instructional Practice strands. The 5 strand scores will be averaged together for a final formal observation score.

The two formal observations (fall observation and spring observation) will be averaged for one Instructional Practice Score that is worth 50% of the PPfT Summative Score.

Professional Growth and Responsibilities

The 5 strands will be scored at the indicator level and the indicators within the strand will be averaged for a strand score of 1-5.

The strand scores will be averaged for one Professional Growth and Responsibilities score that is worth 25% of the PPfT Summative Score.

Student Growth

There are two parts to student growth.

For the **Student Learning Objective** (SLO), the percentage of students who met the growth target will be calculated for one strand of the SLO process rubric.

The SLO appraiser will score the SLO process rubric after reviewing the teacher's documentation in the SLO database.

The percentage of points earned in the SLO process rubric will be divided by 20 to put the score on the 5 point scale. That number will be multiplied by 15, as it is worth 15% of the total summative score.

School-wide Value-Added accounts for 10% of the final score. School-wide Value-Added will be calculated by SAS EVAAS and the overall reading and math scores will be compared to the scale below and averaged into a 1-5 score. This score will be multiplied by 10, as it is worth 10% of the total summative score.

5 = Significant Evidence Exceeded Expectations

4 = Moderate Evidence Exceeded Expectations

3 = Met Expectations

2 = Moderate Evidence Below Expectations

1 = Significant Evidence Below Expectations

Final Score

The PPfT system uses a final rating scale with 5 rating categories: Ineffective, Progressing, Effective, Highly Effective, and Distinguished. All components will be multiplied by the percentage numbers and added together for a final score that will fall along the final rating scale shown below. Each teacher will receive a final rating based on the total score.

**Please note, that the value is calculated at a high level of precision and rounded to two decimal places for display purposes.*

PPfT Final Rating Scale

Ineffective		Progressing		Effective		Highly Effective		Distinguished	
100	249	250	349	350	424	425	474	475	500

System Scoring

Example

Instructional Practice

All strand scores will be averaged for one instructional practice score of 1-5

		Score
Fall Formal Observation	Score Averaged to 1-5	3.43
Spring Formal Observation	Score Averaged to 1-5	3.5
	Average	3.47

Professional Growth and Responsibilities

All strand scores will be averaged for one score of 1-5

Score
3.59

Student Growth

Student Learning Objective

		Score
SLO Process Rubric	Percentage Divided by 20	4.28

School-wide Value-Added

		Score
Based from School-wide Value-Added score received from SAS EVAAS for reading and math (Example: Reading =4 and Math = 3 for an average of 3.5)	5 = Significant Evidence Exceeded Expectations 4 = Moderate Evidence Exceeded Expectations 3 = Met Expectations 2= Moderate Evidence Below Expectations 1= Significant Evidence Below Expectations	3.5

Component	Score (1-5)	Appraisal Percentage	Weighted Points
Instructional Practice	3.47	x 50%	173.5
Professional Growth & Responsibilities	3.59	x 25%	89.8
Student Learning Objective (SLO)	4.28	x 15%	64.27
School-wide Value-Added	3.5	x 10%	35
Final Summative Score			362.57

Ineffective	Progressing	Effective	Highly Effective	Distinguished
100	249	250	349	350
		424	425	474
			475	500

Operational Procedures

Components:

- All teachers will have a full appraisal every year per Board policy. There are three [PPFT Appraisal Plans](#). A teacher is defined as staff with half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.
- First year teachers, teachers new to AISD, teachers on special campuses, and teachers with special assignments will use their SLO for the entire 25% of student growth since they will not have a value-added score. See [PPFT New Teacher Plan](#).
- There will be no waivers/incomplete appraisals. TEA requires that every teacher be appraised each year.

Observations and Feedback:

- Appraisers are required to share formal observation data in the HCP within 5 working days of the formal observation date.
- Advance notice of formal observations is required. An appraiser should provide an opportunity to schedule the formal observation. If the teacher does not respond or continues to cancel, then the appraiser may schedule the observation. The appraiser must provide at least 48 hours notice. If two scheduled attempts are made and documented, but the teacher is unavailable, the administrator may go in on any observable day to complete the observation.
- Teachers and administrators will schedule a required pre-conference before each formal observation.
- Pre-conferences are considered best practice for classroom observations and **are now required**.
- Formal observations are not to begin earlier than 5 working days after completion of PPFT Online Orientation. See timeline for additional prohibited observation dates.
- Feedback comments are required for a score of 1 or 5 for formal observations scored on the Instructional Practice Rubric and for the Professional Growth and Responsibilities Rubric score. Best practice is to provide feedback for any score.
- Policy requires two separate appraisers for the fall and spring formal observations. If an appraiser conducts both observations, the second observation will be invalidated.
- The administrator assigned to do an observation is a campus principal decision. If the campus principal team is willing to consider a teacher's preference, that is up to them, but teachers cannot decide who will observe them.
- Two formal observations are provided. There is not an opportunity for a third observation. Teachers cannot request a third observation.
- Both formal observations will be conducted by a certified administrator assigned to a teacher's campus.
- The post-conference is required and must be held within 5 working days of sharing the formal observation data in the HCP.
- Formal observation scores should be finalized at the post-conference after the teacher and appraiser discuss the observation data.
- If a teacher does not agree with formal observation scores, they may have a discussion with the original appraiser during the post conference.
- The teacher may provide additional evidence, artifacts, and documentation linked to the specific lesson observation for the appraiser to review at the pre and/or post conference.
- After the post-conference if a teacher has a rebuttal or anything they wish to document regarding their formal observation or post-conference, they must do so within 5 working days of the post-conference date in the HCP.

Operational Procedures

- Informal walkthroughs are required but not scored numerically. Feedback should be provided on the district form within 2 working days.
- Informal walkthroughs may be unannounced and may occur at any time during the school year.
- Teacher will electronically acknowledge receipt of the form within 2 working days. Teachers may submit comments and questions to their administrator with the form acknowledgment.
- If the teacher does not acknowledge the walkthrough form electronically within 2 working days, the administrator may finalize the form.

Summative:

- Summative reports will be available 15 days before the last contract day.
- Summative conferences must be complete by **May 20, 2022**. Summative conferences may be waived by the teacher, not the appraiser, if the appraiser agrees.
- Once summative reports are made available in the HCP, appraisal activities (i.e., Formal Observations, Professional Growth and Responsibilities) cannot be re-opened.

Appeal Process:

- If a teacher wishes to challenge their Formal Observation score after meeting with their appraiser, they must submit a written rebuttal in the HCP and notify the Office of Employee Effectiveness via ppft@austinisd.org within five working days from the post-conference and finalization of the formal observation score.
- If a teacher wishes to challenge their Professional Growth and Responsibilities score after meeting with their appraiser, they must submit a written rebuttal in the HCP and notify the Office of Employee Effectiveness via ppft@austinisd.org within 5 working days from the day the

Professional Growth and Responsibilities score is finalized in the HCP.

- If a written rebuttal is not submitted within the allotted days, a teacher will be unable to move forward in the grievance process. Employees must comply with the grievance procedures outlined in Board Policy DGBA (Local). Please contact the Office of Employee Relations for any questions regarding employee rights under Board Policy DBGA (Local).

Incomplete Appraisals:

- Every teacher will receive an appraisal every year. Once the observation window has closed, if a teacher has an incomplete observation, the teacher will choose one of the following options in order to complete the appraisal process:
 - * The request in writing to have the observation completed within 10 working days.
 - * Opt to have an incomplete appraisal and no PPFT Compensation points can be earned from the appraisal rating.

Reopening a Closed Appraisal:

- Once the observation is finalized, the activity may only be re-opened with written approval from the teacher within 5 working days of the observation being finalized.

Late Hires:

- Teachers hired between **November 5, 2021**, and **January 18, 2022**, will only have one formal observation.
- Teachers hired in the second semester after **January 18, 2022**, or who receive a temporary work letter/probationary letter, will not be appraised that school year.
- A new teacher hired on or before **January 18, 2022**, may adopt an SLO from the previous teacher or create a new SLO. Please see the student growth section of this guide for more information.

Operational Procedures

Leave:

- All teachers going on expected leave must contact their assigned district Coordinator in writing with leave dates.
- Those who go on unexpected leave should have their PPfT Campus Contact or campus appraisers contact their assigned district Coordinator in writing with leave dates.
- Teachers on extended leave at the end of the school year, and are not able to complete the appraisal process, will not have an appraisal for the year.
- Teachers returning from leave by **January 18, 2022**, will have 20 working days to submit an SLO in the database. If a teacher submitted a yearlong SLO prior to leaving, they can continue with that SLO. If a teacher returning from leave started a fall SLO, they may opt to change to a spring SLO upon returning.
- Teachers who are on leave for more than 12 weeks in the middle of the year and return after the new teacher hire cutoff date may waive their SLO percentage and have it replaced with the School-wide Value-Added score.
- Teachers on leave during the entire fall or spring observation window will only have one formal observation for the window they were present on campus.
- Teachers on leave in the fall semester who return on or after November 5, 2021 will have 2 Informal Walkthroughs documented in Frontline. They will not have a fall Formal Observation.
- Teachers on leave in the fall semester returning before November 5, 2021 will have a fall Formal Observation documented in the HCP and 4 Informal Walkthroughs documented in Frontline.
- **Teachers hired late**, after January 18, 2022, will not have a PPfT Appraisal. However, they will still need PPfT Informal Walkthroughs for coaching and feedback support. See the date ranges below to determine how many walkthroughs late hires will need. Teachers hired;
 - *on or before January 26, 2022 need 4 spring walkthroughs.*
 - *between January 27 and February 18, 2022 need 3.*
 - *between February 22 and March 23, 2022 need 2.*
 - *between March 24 and April 18, 2022 need 1.*
- **Teachers on leave** in the spring semester, between January 5 and April 22, 2022, will need varying numbers of PPfT Informal Walkthroughs, depending on the number of days the teacher was out in the spring semester and when they return to active duty. Teachers on leave;
 - *15 or less instructional days in the spring semester need 4 spring walkthroughs.*
 - *16-31 instructional days in the spring semester need 3 spring walkthroughs.*
 - *32-47 instructional days in the spring semester need 2 spring walkthroughs.*
 - *48-63 instructional days in the spring semester need 1 spring walkthrough.*

Operational Procedures

Teachers who go on leave after **January 18, 2022** and are out the entire **post-test** window may replace their SLO percentage with a weighted average of School-wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities. This will be done through a weighted average:

- * **Instructional Practice score X .5**
- * **Professional Growth and Responsibilities score X .25**
- * **School-wide Value-Added score X .1**
- * **Add together and divide by .85**

This weighted average score will be put in place of the SLO score in the PPFT Appraisal.

- If a teacher receiving a weighted average is on leave in the spring and does not have a completed spring observation, then the Instructional Practice score for the weighted average calculation will be based on the first observation score only.
- A teacher who goes on expected leave part way through the post-test window should plan to complete the SLO before going on leave.

Intervention Plan:

A teacher whose performance meets one of the following circumstances will be placed on an intervention plan:

- summative score falls in the ineffective rating category;
- averaged strand score below 2.0 on any of the 5 strands of the Instructional Practice Rubric for the formal observation; or
- averaged strand score below 2.0 on any of the 5 strands of the Professional Growth and Responsibilities Rubric.

The Intervention Plan must address:

- * The strands/indicators that caused the Intervention Plan
- * What the teacher needs to do to improve
- * Actions that the teacher needs to take
- * Evidence to show improvement
- * Timeline for improvement

PPFT Appraisals and Compensation:

- PPFT Appraisal is one element of the PPFT Compensation System. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.
- PPFT Compensation is base-building. It adds permanent pay increases to a teacher's base salary. Teachers will still be eligible to earn all district approved stipends and raises. PPFT Compensation builds the base salary through a point system. Teachers will earn professional points each year. PPFT Compensation points are cumulative and determine the amount of additional base salary increase.

Operational Procedures

Training for Teachers:

- Texas law requires every teacher to complete an orientation course focused on how they will be evaluated prior to or at the beginning of the school year before the appraisal process begins.
- All teachers are required to complete the PPfT Appraisal Online Orientation every school year before beginning the appraisal process.
- The PPfT Appraisal Online Orientation will be available by **August 12, 2021**, and should be completed by **September 9, 2021**.
- The PPfT Online Orientation must be completed by the fall formal observation window opening.
- Formal observations may begin **September 17, 2021**. Observations cannot begin sooner.
- Teachers hired late must complete both the PPfT Appraisal Online Orientation and Individual Learning Plan 20 working days from hire date.
- Formal observations for late hires are not to begin earlier than 5 working days after completion of the Online Orientation.

Individual Learning Plan:

- Teachers must complete the **Individual Learning Plan** (ILP) in the HCP within 20 working days of the PPfT Appraisal Online Orientation being made available. This is required.

Training for Appraisers:

- All appraisers will be certified yearly. The certification process covers the system, providing supportive, formative feedback, observation data, professional growth and responsibilities scores, timelines, operational procedures, calibration activities, and Human Capital Platform entries.

- Appraisers may not observe or complete any portion of the appraisal without completing the certification process and must be re-certified each year. If an appraiser fails to complete the appropriate training each year, they will need to re-take Level 1 Certification for Administrators.
- For the 2021- 2022 school year, all appraisers will complete a Level 1 Certification course prior to **August 26, 2021**.
- Appraisers must have administrator certification in order to become certified in the PPfT Appraisal System. An individual who does not hold an administrator certification and whose job description requires him/her to serve as supervisory staff of non-traditional classroom teachers may serve as an appraiser if the individual is certified as a PPfT appraiser and is approved by the Board of Trustees.

SLO Process:

- Teachers will have the option of requesting to use a different student group for their SLO rather than their largest enrolled course/section group. Please discuss this with your appraisers prior to selecting the alternate course/section.
- Teachers who serve multiple campuses may opt to do their SLO at a non-home campus if it is more appropriate for the students.
- Modified growth targets are available for teachers with special student population rosters based on IEP/504 goals, if using grade level assessments.
- Students will test in the same language for both the pre- and post-assessments, unless otherwise changed by LPAC after pre-assessment administration. Students will not take an assessment in both languages.

Operational Procedures

- Any fidelity concerns should be brought to the appraiser/principal's attention and to the assigned Employee Effectiveness Coordinator.
- In the case of scoring irregularities, student scores must be verifiable by the actual student testing documents. These documents must be kept for one full school year for auditing purposes.
- Teachers who do not submit an SLO for validation or verification by the due date will receive a score of 0% for the SLO component of their PPFT Appraisal.
- All teachers with "Draft," "Assessment Approved," or "No Activity" status will receive an automated reminder from the SLO database at least three days prior to the validation submission deadline.

SLO Deadlines:

- All SLO testing for fall, spring, and yearlong SLOs must be administered and submitted within the testing window.
- Testing outside of the allotted testing window will result in invalidating the SLO and receiving a score of 0% for the SLO component of the teacher's PPFT Appraisal.
- Appraisers must send revision requests back to teachers or validate SLOs by the revision request deadline.
- Teachers have 10 working days to complete and submit appraiser requested revisions. Failure to submit revision requests by this date may result in receiving zero points for the SLO portion of the appraisal.
- Students who post-test and then withdraw after the post-test administration window, will be included in the teacher's final SLO percentage.
- All yearlong and spring SLOs must be verified by **April 22, 2022**. All fall semester SLOs must be verified by **December 10, 2021**. If the appraiser does not respond, then a different appraiser or the office of Employee Effectiveness will verify the SLO as is.
- Teachers hired on or before **September 24, 2021**, must submit an SLO by **October 22, 2021**. Under special circumstances, appraisers may grant an extension of no more than 10 working days.
- Teachers hired after **September 24, 2021**, have 20 working days from their hire date to submit an SLO.
- An automated notification will be sent out the day after the submission deadline to those still in "Draft" or "No Activity" status to instruct teachers to contact their appraiser regarding extensions or contact your assigned district Coordinator with a technology issue. Teachers who do not submit by the deadline will receive a score of 0% for the SLO component of their PPFT Appraisal.
- All teachers in "Pre-Test Validated" status will receive an automated reminder from the SLO database prior to the verification submission deadline.
- If creating their own SLO assessment, teachers must have their created assessment submitted for appraiser approval by the due date indicated on the SLO timeline.

Operational Procedures

SLO Course Changes or Reassignments:

- If a teacher with a fall semester SLO is re-assigned after **September 17, 2021**, the teacher will have the option to adopt the teacher's SLO they are replacing or choose to create a spring semester SLO.
- If a fall semester SLO revision request requires administering an alternate assessment, teachers must create a spring semester SLO instead. The fall semester SLO will be invalid.
- If a teacher's student roster or assignment on a yearlong SLO changes, then the teacher must request a revision to their own SLO between **October 25, 2021** and **January 18, 2022**, by contacting their assigned district Coordinator, in writing, as soon as the change occurs. Failure to submit a revised SLO when required will result in receiving zero points for the SLO component.
- If a teacher is reassigned or their SLO student roster group dissolves after the new hire cutoff date. They are no longer required to complete the SLO process. In this scenario, the SLO score will be replaced by the weighted average of School-wide Value-Added, Instructional Practice, and Professional Growth and Responsibilities. Teachers must contact their district Coordinator in writing.
- Teachers who are reassigned or leave the campus indefinitely, must leave student testing documents on campus.
- If a teacher is taking over an SLO from a previous teacher, they may only do so if they have student testing artifacts/ rubrics in their possession.
- Automated notifications will be sent out after the yearlong pre-test window closes and prior to the new hire cutoff date reminding teachers that they must notify their assigned district Coordinator of any and all assignment changes that affect the SLO testing group. Failure to submit a revised SLO when required will result in receiving zero points for the SLO.

Teachers with Special Assignments and SLO:

- Teachers with special assignments who are coded as teachers and are unable to measure student growth or have an incomplete SLO due to circumstances beyond their control will receive a [weighted average](#) in place of the SLO score. Please contact your assigned district Coordinator with questions or concerns.
- Starting in the 2021-2022 school year, all SLOs are required to be done with students assigned to the teacher, i.e.. course/section rosters.
- For teachers without courses/students assigned to them officially, there are other options to create an SLO group. In the past, mirroring was an option for teachers without assigned rosters. **Mirroring is no longer an SLOs option for the 21-22 SY.** The new SLO rubric focuses on the entire process and will be unique from teacher to teacher. Teachers will need to complete their own needs assessment, assessment selection, and progress monitoring in order to be scored on the SLO Process Rubric. Teachers will create an SLO group with students they instruct.
- Because the new SLO rubric focuses on the entire process and will be unique from teacher to teacher. Teachers will need to complete their own SLO, with a group of students they instruct. This year, mirroring, or the exact copying of another teachers' SLO is not allowed. In a mirror, a teacher would have to use all the students from the other teacher's course, regardless of whether they support them or not, and all students had to use the 1/2 growth target when using the GenEd teachers' roster. However, for inclusion teachers, where the students are not assigned to the SpEd teacher's roster, we have an option that will most likely be more appropriate for both the teacher and the students. Teachers can choose the inclusion class they support the most students in, talk to the GenEd teacher, and determine what SLO will be given and why. Then we can help create an SLO roster of just the SpEd students the teacher supports and take those students off the co-teachers SLO roster. Both teachers can give the same assessment and progress monitor the same standards but have two separate student groups. This will allow the SpEd teacher to use the approved 1/3 growth target for the SpEd student group and focus on the students they support.

Timeline



PPFT Appraisal Timeline Austin ISD School Calendar Year 2021-2022

PPFT Appraisal Requirements	Important Dates
<p>PPFT Appraisal Online Orientation & Individual Learning Plan</p> <ul style="list-style-type: none"> Teachers must complete online training by September 9, 2021 Completion of the Online Orientation should occur in the first <u>20</u> working days of the of school year Formal Observations may not begin earlier than <u>5</u> working days after teacher completes Online Orientation Individual Learning Plan must be completed in the HCP within <u>20</u> working days of Online Orientation availability 	<p>September 9, 2021 – PPFT Online Orientation due</p> <p>September 9, 2021 – Individual Learning Plan due</p>
<p>Informal Walkthroughs</p> <ul style="list-style-type: none"> Feedback is required after all informal walkthroughs The electronic walkthrough form must be shared within 48 hours A minimum of 8 informal walkthroughs are required (4 in fall, 4 in spring) There is no minimum or maximum amount of time required for informal walkthroughs 	<p>Recommended Window:</p> <p>Fall: August 30 – December 10, 2021</p> <p>Spring: January 10 – April 29, 2022</p>
<p>Formal Observations</p> <ul style="list-style-type: none"> Observations begin September 17, 2021 (formal observations cannot begin sooner) Two formal observations are required (one in fall, one in spring) Each observation must be conducted by a different appraiser 48 hours advance notice is required for formal observations Formal observation data must be shared in the HCP within <u>5</u> working days A pre-conference is required prior to each formal observation A post-conference is required for each formal observation within <u>5</u> working days from when the formal observation data is shared in the HCP Teachers have <u>5</u> working days after the post-conference to enter a rebuttal in the HCP 	<p>Fall: September 17 – December 10, 2021</p> <p>Spring: January 10 – April 22, 2022</p> <p>September 17, 2021 – Formal Observations begin</p> <p>April 22, 2022 – Formal Observations end</p>
<p>Professional Growth & Responsibilities</p> <ul style="list-style-type: none"> Teachers will self-assess and provide relevant evidence and artifacts Appraisers will use the scoring rubric to assess teachers in five strands Campuses will clearly communicate scoring expectations in advance 	<p>March 11, 2022 – Teacher self-assessment must be complete</p> <p>March 25, 2022 – Share with teachers</p> <p>April 8, 2022 – Must be finalized in the HCP</p>
<p>Student Learning Objectives (SLOs)</p> <ul style="list-style-type: none"> All teachers are required to submit one SLO per year Created assessments must be approved by appraiser SLO must be validated by appraiser All pre- and post-assessments must be administered in the testing windows After the student growth results are verified, appraisers will score the SLO Process Rubric in the HCP <p><i>* New Student enrollment cut-off date is October 15, 2021</i></p> <p><i>Please see SLO Timelines for additional details. All testing must occur in the appropriate testing windows.</i></p>	<p>August 23 – October 22, 2021- Yearlong Pre-Assessment Window</p> <p>October 22 – Complete and submit yearlong SLO for validation in SLO database</p> <p>November 12 – Appraiser validates yearlong SLO</p> <p>December 3 – SLO revision requests from appraisers must be completed and resubmitted</p> <p>March 7 - April 15 – Yearlong Post-Assessment Window</p> <p>April 15 – Complete final yearlong SLO submission</p> <p>April 22 – Appraisers verify SLO scores in the SLO database and score SLO process rubric in HCP</p>
<p>Additional and Summative Information</p> <ul style="list-style-type: none"> Teachers will complete the EOY Individual Learning Plan reflection prior to Summative Conferences Summative Conference may be waived by Teacher, NOT APPRAISER, if the appraiser agrees Summative Report will be available in the HCP by May 6, 2022 All Summative Conferences Completed by May 20, 2022 Teachers must sign off on the report in the HCP by May 27, 2022 Appraisers must sign off on the Summative Report in the HCP by May 27, 2022 <ul style="list-style-type: none"> Teachers hired on or after November 5, 2022 will not have a fall observation Teachers hired after January 18, 2022 will not have an appraisal 	<p>April 29, 2022 – EOY ILP Complete</p> <p>May 6, 2022 – Summative Report available</p> <p>May 20, 2022 – Summative Conferences complete</p> <p>May 27, 2022 – Summative Report Signed</p>

Prohibited Observation Dates



PPFT Appraisal Timeline Austin ISD School Calendar Year 2021-2022

Prohibited Formal Observation Dates

*Formal Observations (45-minute minimum) **may not be conducted** on the following dates.

* Informal Walkthroughs may occur at any time during a school year.

1. Any date outside of the appraisal timeline.

2. The instructional day before or after an official school holiday, or District of Innovation (DoI) Day, or the day immediately after Thanksgiving, Winter Holiday, and Spring Break:

- October 8, 2021, day before student holiday
- October 12, 2021, day after student holiday
- November 19, 2021, day before Thanksgiving break
- November 29, 2021, day after Thanksgiving break
- December 17, 2021, day before student holiday and Winter Break
- January 5, 2022, day after student holiday and Winter Break
- January 14, 2022, day before Martin Luther King Day
- January 18, 2022, day after Martin Luther King Day
- February 10, 2022, day before February 11 staff/student holiday
- February 14, 2022, day after February 11 staff/student holiday
- February 18, 2022, day before student holiday
- February 22, 2022, day after student holiday
- March 3, 2022, day before March 4 staff/student holiday
- March 7, 2022, day before March 4 staff/student holiday
- March 11, 2022, day before Spring Break
- March 21, 2022, day after Spring Break
- April 14, 2022, day before student holiday
- April 18, 2022, day after student holiday

3. Days when campuses are taking standardized tests. *(Please check the AISD Testing Calendar for these dates.)*

4. Days when students are taking end-of-semester exams. *(Please check the AISD Testing Calendar for these dates.)*

Note: Individual campuses may have identified additional professional learning days through District of Innovation. Please check the appropriate AISD calendar for campus specific dates.

****This calendar is subject to change to reflect any changes to the AISD calendar.***

Appendix A

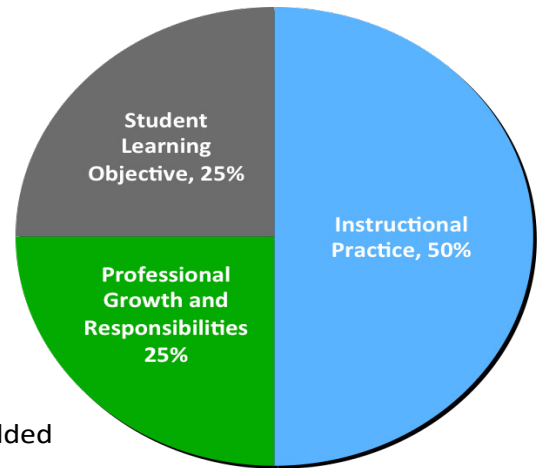
PPfT Appraisal Plans

PPfT Appraisal Plans

PPfT New Teacher Plan:

New teachers, teachers new to AISD, teachers on special campuses, and teachers with special assignments will only have student learning objectives for the student growth portion since they will not have a campus value-added score from the previous year.

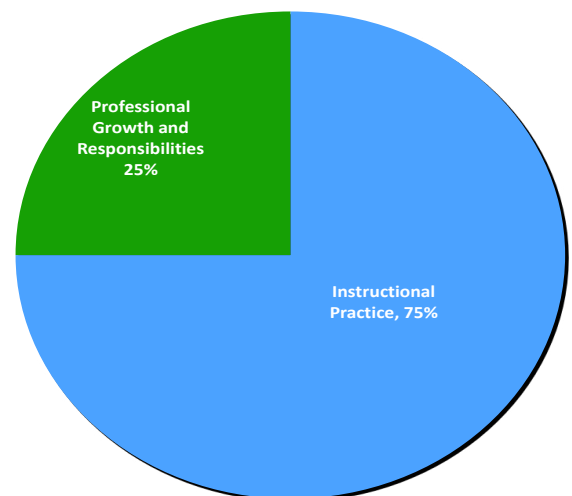
- Clifton
- Rosedale
- Navarro Graduation Path
- Travis Graduation Path
- International
- Uphaus
- Instrumental Music
- Special Education AH/VH
- New teachers
- Teachers new to AISD
- Staff who moved from a location that does not have value-added



PPfT Late Contract Plan:

The PPfT Appraisal-Late Contract is for teachers with special assignments and teachers who cannot receive a student growth score.

- Garza Independence
- Physical Education
- Alternative Learning Center
- Homebound
- School Family and Community Ed
- Elementary DAEP
- DCMC Education Center
- Leadership Academy
- Learning Support Services
- Phoenix House
- Travis County Day School
- Travis County Detention Center
- Elementary JJAEP
- Austin State Hospital



Appendix B

Individual Learning Plan Questions

Teacher Name: _____

Individual Learning Plan

1. Using the strands from the [Instructional Practice](#) rubric, identify two areas of strength and explain why you feel confident in those areas.
2. Using the strands from the [Instructional Practice](#) rubric, identify two areas of growth and describe how you plan to address those areas this year. Please include a plan for professional development.
3. What are your [professional goals](#) for this year and what is your plan for addressing them?

Appendix C

Instructional Practice Rubrics

Instructional Practice Strand 1: Practice and Interactions										
	1-1 Support Needed		2- Developing		3- Meets Expectations		4- Exceeds Expectations		5- Mastery	
	1.1 Lesson Progression and Pacing	1.2 Differentiation	1.3 Student Engagement	1.4 Student-Centered Learning						
	Teacher rarely/never facilitates the progression of the lesson to support student understanding of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s) in a limited capacity .	Teacher occasionally provides differentiated instruction, including culturally relevant/responsive practices, but teacher supports student understanding of the identified objective(s).	Teacher frequently facilitates the progression of the lesson to support student understanding and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports student understanding of the identified objective(s).	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s). Teacher moves the lesson at a pace that supports mastery of the identified objective(s), and adjusts in real-time when needed.	Teacher consistently facilitates the progression of the lesson to support mastery and ownership of the identified objective(s) and beyond.					
	Teacher rarely/never provides differentiated instruction, including culturally relevant/responsive practices, in order to meet the unique socio-cultural needs of all students.	Teacher occasionally provides differentiated instruction, including culturally relevant/responsive practices, but teacher does not meet the unique socio-cultural needs of all students. Ensures most students have access to the lesson.	Teacher frequently provides differentiated instruction, including culturally relevant/responsive practices, aligning methods and techniques to unique socio-cultural student needs to ensure all students have equitable access to the lesson at the appropriate level of rigor.	Teacher consistently incorporates individual student needs (cognitive/developmental, social, emotional, cultural). Teacher ensures students are aware of their individual needs and guides them to take opportunities to challenge themselves.	Teacher consistently incorporates individual student needs (cognitive/developmental, social, emotional, cultural). Teacher ensures students are aware of their individual needs and independently take opportunities to challenge themselves.					
	Teacher takes few/no opportunities to solicit or incorporate multiple viewpoints and resources. Student participation and engagement is limited .	Teacher solicits or incorporates several viewpoints and resources. Some students are responsive to questions and participate in discussions when prompted . Students are periodically engaged in guided or independent instruction.	Teacher solicits and incorporates a variety of diverse viewpoints and resources. Students are responsive to and participate in discussions/activities when prompted . Students are actively engaged in guided or independent instruction.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher provides problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s), with minimal teacher support . Teacher guides students to take an active role during the lesson to develop conceptual understanding.					
	Teacher leads with few/no opportunities for students to apply their learning.	Teacher provides more direct instruction than student-centered learning but students have an opportunity to apply their learning.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher provides problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher provides opportunities for students to take an active role during the lesson to develop conceptual understanding.	Teacher effectively provides an appropriate balance of direct instruction and student-centered learning. Teacher guides students to engage in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s), with minimal teacher support . Teacher guides students to take an active role during the lesson to develop conceptual understanding.	Learning is predominantly student-centered. Direct instruction is provided when appropriate. Teacher creates structures to engage students in problem-solving opportunities that are relevant, meaningful, and aligned to objective(s). Teacher creates structures for students to take an active role during the lesson to develop conceptual understanding.					

Appendix C

Instructional Practice Rubrics

Instructional Practice Strand 2: Standards and Alignment					
	Instructional Practice Strand 2: Standards and Alignment				
	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
2.1 Academic Expectations	Teacher rarely/never communicates high expectations for academic achievement for all students. Teacher rarely/never uses tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.	Teacher communicates high expectations for academic achievement for all students. Teacher occasionally uses aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.	Teacher frequently uses aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.	Teacher consistently uses a variety of aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.	Teacher systematically uses a variety of aligned tasks that are appropriate for diverse learners and relevant to students' prior understanding and real-world applications.
2.2 Lesson Objectives	Teacher does not communicate the lesson objectives. Teacher occasionally provides relevant and aligned, targeted intervention, content delivery, and extension.	Teacher communicates the lesson objectives. Teacher explains why the lesson objectives are important and makes connections to the real world.	Teacher explicitly communicates objectives throughout the lesson. Teacher explains what students are learning, why it is important, and guides students to make connections to prior knowledge, real-world experiences, and/or their own lives.	Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted. Teacher supports students to be able to clearly explain, in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.	Teacher explicitly communicates objectives throughout the lesson. Objectives and success criteria are posted. Students can clearly explain , in a developmentally appropriate way, what they are learning, why it is important, and how it connects to prior knowledge, real-world experiences, and/or their own lives.
2.3 Intervention & Extension	Teacher rarely/never provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications. Teacher occasionally provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher frequently provides opportunities for students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher consistently provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed. Teacher supports students to engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher systematically provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed. Students initiate and engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.	Teacher systematically provides relevant and aligned, targeted intervention, content delivery, and extension, for all students as needed. Students initiate and engage in discussions/extensions that are relevant to the lesson objectives and extend on prior understanding and real-world applications.
2.4 Content-Specific Language	Teacher uses inaccurate language and tools to convey critical information. Teacher occasionally uses accurate language and tools to convey critical information.	Teacher frequently uses accurate, content-specific language and tools to convey critical information. Teacher directs students to use accurate, content specific language and tools.	Teacher consistently uses accurate, content-specific language and tools to convey critical information at a high level of rigor. Teacher guides students to use accurate, content specific language and tools.	Teacher systematically and effectively uses accurate, content-specific language and tools to convey critical information at a high level of rigor. Students independently use accurate, content specific language and tools.	Teacher systematically and effectively uses accurate, content-specific language and tools to convey critical information at a high level of rigor. Students independently use accurate, content specific language and tools.
2.5 Student Misconceptions and Misunderstandings	Teacher conveys inaccurate content knowledge, or does not apply content knowledge , to address student misunderstandings and misconceptions. Teacher occasionally incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.	Teacher applies content knowledge to accurately address student misunderstandings and misconceptions. Teacher frequently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.	Teacher applies content knowledge to accurately address student misunderstandings and misconceptions and responds with appropriate scaffolding. Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.	Teacher addresses misconceptions to facilitate deeper learning and/or inspire further exploration and discovery. Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.	Teacher addresses misconceptions to facilitate deeper learning and/or inspire further exploration and discovery. Teacher consistently incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives.
2.6 Anchors of Support and Student Work	Teacher rarely/never incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. Student work and exemplars are not aligned to current objectives.	Teacher occasionally incorporates anchors of support/supplemental aids that are designed to support and enhance learning goals/objectives. Teacher creates and directs student use of supports. Student work and exemplars are mostly aligned to current objectives.	There is evidence of class collaboration in the creation of anchors of support and teacher directs student use of supports. Student work and exemplars are clearly aligned to current objectives.	There is evidence of class collaboration in the creation of anchors of support and students engage with supports, with teacher guidance. Student work and exemplars are clearly aligned to current objectives.	There is clear evidence of class collaboration in the creation of anchors of support and students independently engage with supports. Student work and exemplars are clearly aligned to current objectives and integrate and build on/reinforce prior or future learning.

Appendix C

Instructional Practice Rubrics

Instructional Practice Strand 3: Assessment and Feedback					
Instructional Practice Strand 3: Assessment and Feedback					
	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations	5-Mastery
3.1 Checks for Understanding and Adjustment	Teacher rarely/never checks for understanding through questioning, assessment, or academic feedback. Teacher rarely/never collects, analyzes, and reflects on student input in order to monitor and adjust instruction. Teacher rarely/never provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.	Teacher occasionally checks for understanding through questioning, assessment, or academic feedback. Teacher occasionally collects, analyzes, and reflects on student input in order to monitor and adjust instruction. Teacher occasionally provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.	Teacher frequently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback. Teacher frequently collects, analyzes, and reflects on student input in order to monitor and adjust instruction. Teacher frequently provides students developmentally appropriate access to their data in order to engage in self assessment, goal setting, and progress monitoring.	Teacher consistently uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback. Teacher consistently collects, analyzes, and reflects on student input in order to monitor and adjust instruction to effectively respond to diverse student needs. Teacher consistently guides students to understand and apply their data in order to engage in self assessment, goal setting, and progress monitoring.	Teacher systematically uses discreet and explicit checks for understanding through questioning, assessment, and academic feedback. Teacher systematically collects, analyzes, and reflects on student input in order to monitor and adjust instruction to effectively respond to diverse student needs and ultimately increase academic growth . Teacher and students collaboratively apply their data in order to engage in self assessment, goal setting, and progress monitoring.
3.2 Questioning	Teacher rarely/never asks questions or asks questions that do not support or align to the objectives of the lesson. Teacher rarely/never uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.	Teacher occasionally asks and students answer questions that support understanding of the learning objective(s) and reteaches content when necessary. Teacher occasionally uses questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate.	Teacher frequently asks and students answer questions that support a deeper understanding of the learning objective(s) and reteaches content when necessary. Teacher frequently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant and aligned to the learning objective(s).	Teacher asks and students answer questions at the creative, evaluative, and/or analysis levels that support mastery of and broader connections to the learning objective(s) and reteaches content when necessary. Teacher consistently uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), meaningful to students' lives and culture, and have real-world applications .	Teacher consistently plans for, asks, and students answer questions at the creative, evaluative and/or analysis levels that support mastery of and broader connections to the learning objective(s) and reteaches content when necessary. Teacher systematically uses a variety of questioning strategies to create an environment where students have the ability to set goals, reflect, evaluate, apply and communicate. Teacher consistently provides problem-solving opportunities that are relevant, aligned to the learning objective(s), meaningful to students' lives and culture, and have real-world applications.
3.3 Feedback	Teacher rarely/never provides relevant and timely feedback that affirms, clarifies, and advances the learning.	Teacher occasionally provides relevant and timely feedback that affirms, clarifies, and advances the learning.	Teacher frequently provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).	Teacher consistently provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).	Teacher systematically provides relevant and timely feedback that affirms, clarifies, and advances understanding/mastery of the learning objective(s).

Appendix C

Instructional Practice Rubrics

Instructional Practice Strand 4: Routines and Procedures					
4.1 Established Expectations		4.2 Shared Responsibility		4.3 Monitoring Behavior	
1-Support Needed	Teacher rarely/never provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher frequently provides needed support/reminders to apply established behavior expectations and/or behaviors.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher occasionally monitors behavior.	Teacher occasionally monitors behavior. Behavior consequences are consistent, equitable and align to the district standards/expectations.
2-Developing	Teacher occasionally provides support/reminders to apply established behavior expectations and/or behaviors.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher occasionally provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher consistently and subtly monitors behavior.	Teacher consistently and subtly monitors behavior. Behavior consequences are consistent, equitable, aligned to the district expectation, and reflect students' social, emotional, and cognitive development.
3-Meets Expectations	Teacher supports/reminds students to apply established behavior expectations and/or behaviors independently.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment.	Teacher frequently provides opportunities for students to share the responsibility for the maintenance of classroom expectations and an inclusive environment with minimal teacher support .	Teacher frequently reinforces positive behaviors in a way that meets district standards/expectations.	Teacher frequently provides process-centered feedback to all students for their accomplishments and efforts.
4-Exceeds Expectations	Teacher needs to provide minimal support for students to be able to apply established behavior expectations and/or behaviors independently.	Teacher and students share responsibility for the maintenance of classroom expectations and an inclusive environment with minimal teacher support .	Teacher consistently and subtly monitors behavior.	Teacher consistently reinforces positive behaviors in a way that meets district standards/expectations.	Teacher consistently provides process-centered feedback to all students for their accomplishments and efforts.
5-Mastery	Teacher creates structures to ensure students are self-directed , in a developmentally appropriate way, and apply established behavior expectations and/or behaviors.	Students demonstrate a sense of stewardship for the management of classroom expectations and maintaining an inclusive environment.	Teacher consistently and subtly monitors behavior.	Teacher systematically finds and reinforces specific positive behaviors in a way that meets district standards/expectations.	Teacher and/or students are able to consistently provide process-centered feedback to students/peers for their accomplishments and efforts at a developmentally appropriate level.
4.5 Physical Environment	Teacher does not create a safe, accessible, and efficient physical environment that allows for transitions between learning activities.	Teacher creates a safe, accessible, and efficient physical environment that allows for transitions between learning activities.	Teacher creates a safe, accessible, and efficient physical environment that allows for transitions with minimal disruption between learning activities.	Teacher directs students to transition in an orderly, efficient manner to maximize instructional time .	Teacher direction/reminders needed are minimal for students to transition in an orderly, efficient manner to maximize instructional time.
4.4 Acknowledgements	Teacher rarely/never provides process-centered feedback for their accomplishments and efforts.	Teacher occasionally provides process-centered feedback for their accomplishments and efforts.	Teacher provides opportunities for students to self-reflect and acknowledge each other's accomplishments and efforts.	Teacher consistently provides process-centered feedback to all students for their accomplishments and efforts.	Teacher creates systems to ensure students independently self-reflect and acknowledge each other's accomplishments and efforts.

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Instructional Practice Rubrics

Instructional Practice Strand 5: Classroom Climate and Culture					
Instructional Practice Strand 5: Classroom Climate and Culture		Instructional Practice Strand 5: Classroom Climate and Culture		Instructional Practice Strand 5: Classroom Climate and Culture	
	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
5.1 Identity Safe Classrooms	Teacher rarely/never communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained.	Teacher occasionally communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained.	Teacher frequently communicates and promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Teacher fosters mutual respect and collaboration that demonstrates empathy and promotes acceptance.	Teacher consistently promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Teacher provides guidance in order for students to foster mutual respect and collaboration that demonstrates empathy and promotes acceptance.	Teacher systematically promotes an identity-safe classroom where all cultures, identities, developmental levels, languages, etc. are celebrated and sustained. Students lead a classroom where mutual respect and collaboration that demonstrate empathy and promote acceptance.
5.2 Diverse Learning Opportunities	Teacher rarely/never incorporates relevant, meaningful learning opportunities in order to create a positive classroom climate and culture.	Teacher occasionally incorporates relevant, meaningful learning opportunities in order to create a positive classroom climate and culture.	Teacher frequently incorporates relevant, meaningful learning opportunities based on students' interests and abilities in order to create a positive classroom climate and culture. Teacher incorporates students' cultural, linguistic, social emotional, and developmental diversity into learning opportunities, as appropriate.	Teacher consistently incorporates relevant, meaningful learning opportunities based on students' interests and abilities in order to create a positive classroom climate and culture. Teacher provides opportunities for students to incorporate their own cultural, linguistic, social emotional, and developmental diversity into learning opportunities.	Teacher systematically incorporates relevant, meaningful learning opportunities based on students' interests and abilities in order to create a positive classroom climate and culture. Teacher and students systematically incorporate students' cultural, linguistic, social emotional, and developmental diversity into learning opportunities.
5.3 Student Contributions	Teacher does not create a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued. Teacher provides opportunities for students to contribute their opinions/ideas and value the contributions of their peers.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued. Teacher guides students to contribute their opinions/ideas and value the contributions of their peers.	Teacher creates a classroom climate that embraces all voices and ensures student contributions are heard, accepted, and valued. Students take the initiative to contribute their opinions/ideas and value the contributions of their peers.
5.4 Collaboration and Communication	Teacher rarely/never provide opportunities for students to collaborate using accountable talk. Teacher does not encourage students to communicate safely and effectively with the teacher and their peers.	Teacher occasionally provides opportunities for students to collaborate using accountable talk. Teacher encourages students to communicate safely and effectively with the teacher and their peers.	Teacher frequently provides opportunities for students to collaborate using accountable talk, with support from the teacher . Teacher establishes classroom practices that encourage students to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.	Teacher support needed is minimal for students to collaborate using accountable talk. Teacher support needed is minimal for students to be able to communicate safely and effectively with the teacher and their peers using a variety of tools and methods.	Teacher creates systems to ensure students are independently collaborating using accountably appropriate way. Students independently communicate safely and effectively with the teacher and their peers using a variety of tools and methods in a developmentally appropriate way.
5.5 Growth Mindset	Teacher does not create an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.	Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students.	Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students. Teacher creates an environment where students are encouraged and feel safe to take risks and challenge themselves and each other.	Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students. Teacher creates structures and guides students to feel safe to take risks and challenge themselves and each other.	Teacher creates an environment that emphasizes the importance of effort and perseverance when learning new concepts or engaging in difficult tasks in order to cultivate a growth mindset in students. Teacher creates structures that lead students to feel safe and independently take risks and challenge themselves and each other.

Appendix C

Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 1: Growth and Reflection					
	Professional Growth and Responsibilities Strand 1: Growth and Reflection				
	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
1.1 Self-Reflection and Goal Setting	Teacher does not self-reflect, or does not use self-reflection to determine individual strengths and weaknesses and establish professional goals.	Teacher self-reflects to determine individual strengths and weaknesses and establishes professional goals.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes professional goals based on self-reflection and feedback .	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback.	Teacher analyzes multiple sources of evidence to self-reflect and determine individual strengths and weaknesses. Teacher establishes measurable short- and long-term professional goals based on self-reflection and feedback. Teacher purposefully seeks professional learning opportunities to meet short- and long-term goals.
1.2 Professional Learning	Teacher does not participate in required professional learning opportunities.	Teacher participates in required professional learning opportunities.	Teacher participates in required and on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching).	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching).	Teacher seeks and participates in on-going, research-based professional learning opportunities to enrich instructional practice (including culturally relevant/responsive teaching). Teacher chooses professional learning directly linked to campus, district, or students needs with specific attention to the student populations served in order to enhance the professional community at the campus or district level.
1.3 Cultural Competence	Teacher does not publicly model a personal belief system that is student-centered and grounded in equity and access. Teacher does not participate in provided opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher participates in provided opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher participates and actively engages in opportunities to continuously improve cultural competence.	Teacher publicly models a personal belief system that is student-centered and grounded in equity and access. Teacher actively seeks and engages in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students .	Teacher actively seeks and engages in opportunities to continuously improve cultural competence in order to differentiate their instructional and communication style based on the unique socio-cultural need of individual students. Teacher consistently implements new learning with staff, students, and parents/families/caregivers.
1.4 Application	Teacher rarely/never implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher occasionally implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher frequently implements new strategies based on feedback, self-reflection, and professional learning in order to increase student growth.	Teacher consistently implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.	Teacher systematically implements new strategies based on feedback, self-reflection, and professional learning resulting in student growth.

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Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 2: Collaboration and Contributions					
	Professional Growth and Responsibilities Strand 2: Collaboration and Contributions				
	1-Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
2.1 Collaboration	Teacher rarely/never participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher occasionally participates in activities related to professional growth and reflection at the campus, district, state, or national level.	Teacher frequently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning.	Teacher consistently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning.	Teacher consistently exhibits a commitment to professional growth by pursuing, implementing, and sharing new learning.
2.2 Professional Feedback	Teacher rarely/never accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher occasionally accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher frequently accepts feedback from peers and supervisors in order to develop and sustain professional relationships and improve instructional practice.	Teacher actively seeks and consistently accepts feedback from peers and supervisors in order to improve instructional practice, develop and sustain professional relationships, and contribute toward the mission, vision, and goals of the school.	Teacher actively seeks and consistently accepts ongoing feedback from peers and supervisors in order to improve instructional practice, develop and sustain professional relationships and promote, develop, and maintain the mission, vision, and goals of the school.
2.3 Student Success	Teacher does not participate in sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher participates in sustainable systems to ensure that equity is at the forefront of campus or district decisions, when required.	Teacher incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher collaborates around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.	Teacher initiates/leads collaboration around the creation of and incorporates sustainable systems to ensure that equity is at the forefront of campus or district decisions.
2.4 Collaboration for Equitable Expectations	Teacher does not create equitable classroom behavior agreements for all students.	Teacher creates equitable classroom behavior agreements for all students.	Teacher creates, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.	Teacher consistently elicits student input to create, adopt, and maintain equitable classroom behavior agreements that foster a sense of belonging for all students.	Teacher co-constructs, adopts, and maintains equitable classroom behavior agreements that foster a sense of belonging for all students.
2.4 Collaboration for Equitable Expectations	Teacher rarely/never elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher occasionally elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher frequently elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher consistently elicits student input to create classroom routines and structures that promote equitable access to learning for all students.	Teacher co-constructs routines and structures with students that promote equitable access to learning for all students.

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Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 3: Planning and Resources						
		Professional Growth and Responsibilities Strand 3: Planning and Resources				
		1-Support Needed	2-Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
3.1 Data Collection	Teacher rarely/never collects, reviews, and acts on data in order to differentiate to meet the needs of all students.	Teacher occasionally collects data using formal and informal assessments, reviews to monitor progress, and acts on data to meet the needs of all students.	Teacher frequently collects data using formal and informal assessments, reviews to monitor progress, and acts on data to meet the needs of all students.	Teacher consistently collects and shares data using formal and informal assessments, reviews to monitor progress, shares data with colleagues when applicable, and acts on disaggregated data to meet the needs of all students.	Teacher actively seeks and obtains a variety of disaggregated student data sources including students themselves, parents/families/caregivers, and colleagues in order to differentiate to meet the needs of all students.	
3.2 Lesson Design	Teacher rarely/never designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher occasionally designs lessons that incorporate accommodations and/or modifications, cognitive level, social and emotional development, and students' interest and culture.	Teacher frequently designs lessons that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher consistently designs lessons and interventions that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	Teacher consistently designs lessons, interventions, enrichments and extensions that incorporate individual student data around accommodations and/or modifications, cognitive level, social and emotional development, interest, and culture to support students' unique learning needs.	
3.3 Individualized Learning	Teacher rarely/never plans intentional opportunities to address unique socio-cultural needs of students to achieve high levels of academic and social-emotional success. Teacher rarely/never plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.	Teacher occasionally plans appropriate time for student work, student reflection, and lesson closure or extension to deepen understanding.	Teacher frequently plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and provides opportunities for students to monitor progress over time.	Teacher consistently plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.	Teacher systematically plans appropriate time for student work, student reflection, lesson closure or extension to deepen understanding, and enables students to monitor progress over time.	
3.4 Blended Learning	Teacher rarely/never plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher rarely/never integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher occasionally plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher occasionally integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher frequently plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher frequently integrates technology/digital resources to supplement and enhance mastery of lesson content.	Teacher consistently plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and meaningfully integrates technology/digital resources to supplement and enhance mastery of lesson content. Teacher guides students to appropriately engage with the technology in order to support and extend their learning.	Teacher systematically plans, organizes, delivers, and evaluates instruction that incorporates effective use of current technology for teaching. Teacher consistently and seamlessly integrates meaningful technology/digital resources to supplement and enhance mastery of lesson content. Teacher creates structures to ensure students are independently engaged with the technology in order to support and extend their learning.	
3.5 Diverse Resources	Teacher rarely/never incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher occasionally incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners.	Teacher frequently incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher provides opportunities for students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher consistently incorporates high-quality instructional materials that reflect diversity (including race, ethnicity, language, gender, etc.) and are appropriate for diverse learners. Teacher guides students to engage with diverse materials to deepen understanding of broader unit/course objectives.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards. Teacher effectively implements lessons that have cross-curricular connections to key concepts and move students toward grade-level and/or developmental levels of mastery and are appropriate for diverse learning needs.	
3.6 State and Local Standards	Teacher does not establish standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher establishes standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards.	Teacher effectively establishes clear, standards-based lesson objectives that are aligned to current national, state, professional, and/or district curriculum standards. Teacher effectively implements lessons that integrate and reinforce cross-curricular standards, move students toward grade-level and/or developmental levels of mastery, and are appropriate for diverse learning needs.	

Appendix C

Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 4: Communication and Relationships				
	4.1 Relationships	4.2 Communication Methods	4.3 Inclusive Environment	
1-Support Needed	Teacher does not maintain positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher rarely/never communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher does not establish and/or maintain a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.	
2-Developing	Teacher maintains positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher occasionally communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher establishes and maintains a welcoming environment for parents/families/caregivers and the community that is healthy, safe, engaging, and supportive.	
3-Meets Expectations	Teacher establishes and maintains positive and productive relationships with colleagues, students, parents/families/caregivers, and the community that promote respect, professionalism, and cultural competence.	Teacher frequently communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher establishes and maintains an identity-safe and inclusive environment that demonstrates understanding of and appreciation for various cultures, perspectives, languages, and values.	
4-Exceeds Expectations	Teacher consistently creates and encourages opportunities for family involvement in classroom and school-wide activities.	Teacher consistently communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher consistently incorporates multimodal and multilingual communication methods that address diverse populations and needs.	
5-Mastery	Teacher systematically creates and encourages opportunities for family involvement in classroom, school-wide, and/or district activities.	Teacher systematically communicates with parents/families/caregivers regarding students' academic and social-emotional strengths and areas for growth, through various methods.	Teacher systematically incorporates multimodal and multilingual communication methods that address diverse populations and needs.	

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Professional Growth and Responsibilities Rubrics

Professional Growth and Responsibilities Strand 5: Professional Standards					
	Professional Growth and Responsibilities Strand 5: Professional Standards				
	1- Support Needed	2- Developing	3- Meets Expectations	4- Exceeds Expectations	5- Mastery
5.1 Legal and Professional Standards	Teacher does not comply with all state and federal laws and district policies and procedures. Teacher rarely/never exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher occasionally exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher frequently exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher consistently exhibits professional standards of attendance, behavior, and actions across the campus and district.	Teacher complies with all state and federal laws and district policies and procedures. Teacher exhibits professional standards of attendance, behavior, and actions across the campus and district without exception .
5.2 Ethics and Core Values	Teacher is rarely/never respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is occasionally respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is frequently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.	Teacher is consistently respectful of the norms, values, and culture of the school community and the staff, students, and parents/families/caregivers.
5.3 Content Knowledge	Teacher conveys limited or inaccurate content knowledge.	Teacher conveys accurate content knowledge. Teacher applies content knowledge to enhance student understanding of objectives.	Teacher demonstrates strong content knowledge in multiple contexts. Teacher applies content knowledge to enhance student mastery of objectives.	Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct. Teacher incorporates content knowledge through differentiated explanations to enhance student mastery of objectives.	Teacher demonstrates extensive content knowledge of all aspects of subjects they instruct. Teacher incorporates content knowledge through differentiated explanations to enhance student mastery of objectives. Teacher incorporates content knowledge through cross-curricular learning opportunities that connect student experiences and real-world applications to enhance student mastery of objectives.
5.4 Preparedness	Teacher rarely/never prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher does not prepare lesson plans when absent.	Teacher occasionally prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares lesson plans when absent.	Teacher frequently prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans when absent, so student learning continues with minimal disruption .	Teacher consistently prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans when absent, so student learning continues without disruption .	Teacher systematically prepares clear, standards-driven lesson plans and resources in advance that ensure the progression of learning toward mastery and beyond. Teacher prepares clear, standards-driven lesson plans, interventions, and extensions when absent, so student learning continues without disruption .
5.5 Student Records	Teacher rarely/never maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECSI documentation, and anecdotal notes. Teacher rarely/never communicates progress with students and parents/families/caregivers.	Teacher occasionally maintains accurate academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECSI documentation, and anecdotal notes. Teacher occasionally communicates progress with students and parents/families/caregivers.	Teacher frequently maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECSI documentation, and anecdotal notes. Teacher frequently communicates progress with students, parents/families/caregivers, and colleagues. Teacher provides opportunities for students to engage in records/documentation management.	Teacher consistently maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECSI documentation, and anecdotal notes. Teacher consistently and proactively communicates progress with students, parents/families/caregivers, and colleagues. Teacher guides students to engage in management of records/documentation.	Teacher systematically maintains accurate, timely, and up-to-date academic and non-academic records such as grades, attendance, IEP/504/LPAC/ECSI documentation, and anecdotal notes. Teacher systematically and proactively communicates progress with students, parents/families/caregivers, and colleagues. Teacher creates systems to ensure students engage in management of records/documentation system.

Appendix D

Informal Walkthrough Form



Teacher PPFT Informal Walkthrough

User Information

Name: _____ Title: _____
 Building: _____ Department: _____
 Grade: None Evaluation Type: _____
 Assigned Administrator: _____ Evaluation Cycle: _____
 Saved By: _____ Date Submitted: _____
 Acknowledged By: _____ Date Acknowledged: _____
 Finalized By: _____ Date Finalized: _____

Walkthrough Date:

Administrators should only note what is observed in the walkthrough, there is no need to fill out each indicator.

Strand 1: Practice & Interaction

AISD PPFT Strand 1

Indicator	Support Needed	Developing	Meets Expectations	Exceeds Expectations	Mastery	Not Observed
1.1 Pacing supports understanding/mastery and ownership				Enter Evidence		
1.2 Differentiation ensures all students have equitable access				Enter Evidence		
1.3 Solicits diverse viewpoints				Enter Evidence		
1.3 Students are responsive/ actively engaged				Enter Evidence		
1.4 Balance of direct and student centered instruction				Enter Evidence		

Strand 2: Standards & Alignment

AISD PPFT Strand 2

Indicator	Support Needed	Developing	Meets Expectations	Exceeds Expectations	Mastery	Not Observed
2.1 Communicates high expectations for all				Enter Evidence		
2.2 Objectives explicitly communicated				Enter Evidence		
2.3 Relevant/aligned discussions, activities, intervention & extensions				Enter Evidence		
2.4 Content specific language and disciplinary thinking				Enter Evidence		
2.5 Scaffolds misconceptions/ misunderstandings				Enter Evidence		
2.6 Relevant/ aligned student work and anchors				Enter Evidence		

Strand 3: Assessment & Feedback

AISD PPFT Strand 3

Indicator	Support Needed	Developing	Meets Expectations	Exceeds Expectations	Mastery	Not Observed
3.1 Discreet and explicit checks for understanding				Enter Evidence		
3.2 High level questioning/ problem solving				Enter Evidence		
3.3 Provides relevant/ timely feedback to students				Enter Evidence		

Strand 4: Routines & Procedures

AISD PPFT Strand 4

Indicator	Support Needed	Developing	Meets Expectations	Exceeds Expectations	Mastery	Not Observed
4.1 Clear and understood behavior expectations				Enter Evidence		
4.2 Inclusive environment				Enter Evidence		
4.2 Shared responsibilities				Enter Evidence		
4.3 Frequent and subtle monitoring				Enter Evidence		

Appendix D

Informal Walkthrough Form

								Enter Evidence
4.3 Consistent consequences align to district expectations								Enter Evidence
4.3 Redirection is timely, specific, sensitive/ respectful								Enter Evidence
4.4 Students recognized for accomplishments/ efforts								Enter Evidence
4.4 Provides feedback to students								Enter Evidence
4.5 Safe and accessible environment & transitions								Enter Evidence

Strand 5: Classroom Climate & Culture

AISD PPFT Strand 5						
Indicator	Support Needed	Developing	Meets Expectations	Exceeds Expectations	Mastery	Not Observed
5.1 Promotes identity safe classroom, all are celebrated						
5.2 Promotes mutual respect, empathy and acceptance						
5.2 Incorporates student interests, abilities, cultures & diversity						
5.3 All voices are heard, accepted and valued						
5.4 Students collaborate & communicate safely/ effectively						
5.5 Effort and perseverance are encouraged						
5.5 Students take risks and challenge themselves						

Optional

For campus specific use if/when supporting additional priorities/goals.

Campus Specific Goals:

Evidence Observed:

Required

🚩 Recognition (Praise):

🚩 Consideration (Probe):

🚩 Action Step (Polish):

🚩 Feedback was provided for any indicator where a value other than NA was selected.

Yes No

Acknowledgement of this form does not denote agreement but is acceptance that the feedback was received.

Appendix E

Frequently Asked Questions

Why did Austin ISD develop their own appraisal system?

The state of Texas implemented a new appraisal during the 2016-2017 school year that required the inclusion of student growth. AISD developed an appraisal system to meet these requirements, but also reflected district priorities and values, allowed teachers to have ownership of their own career pathways, and tied appraisal to the PPFT Compensation Framework.

What makes this system different?

The ultimate goal of the PPFT Appraisal is to promote professional growth for all teachers, encourage more frequent, timely and formative feedback and to incorporate multiple indicators of success. The PPFT Appraisal system will:

- foster open and collaborative campus cultures that focus on instructional growth, supportive and contextual feedback, and the development of individual and school wide practices that more effectively improve student learning;
- incorporate multiple measures of teacher effectiveness including in- and out-of-classroom indicators, student learning growth, and teacher self-reflection; and
- offer professional learning that links to evaluation results.

Who is appraised under the PPFT Appraisal system?

Teachers are appraised under the PPFT Appraisal system. A teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

Do Coaches or Instructional Specialists need to be appraised under the PPFT Appraisal system?

For the PPFT system, a teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment. If the primary assignment is teaching (designated with a "T" in the title) in the HR system, yes, the Coach or Specialist needs to be appraised under the PPFT Appraisal system.

How do teachers benefit from this appraisal system?

This appraisal system aims to help teachers improve to the benefit of the students in the classroom. The PPFT Appraisal assists teachers in many ways:

- teachers will have control of student growth piece via SLO;
- teachers will have ample chances to show off excellent teaching; and
- teachers will have access to meaningful professional learning that ties back to the appraisal to meet individual needs and opportunities for leadership growth.

How often will teachers be observed?

The PPFT Appraisal requires two formal observations (45 minute minimum) by two different appraisers during the school year: one in the fall and one in the spring. Teachers will receive a minimum of eight short informal walkthroughs, four in the fall and four in the spring.

Can teachers request another observation if they are unhappy with scores and observation data?

No. A teacher cannot request another observation. A teacher can only have two observations in this appraisal system. The two observations (fall announced observation and spring announced observation) will be averaged for one instructional practice score. Since two observations are already provided, there is not an opportunity for a third observation.

Appendix E

Frequently Asked Questions

Is compensation tied to the PPFT Appraisal?

Yes. Appraisal is one of five elements in the PPFT Compensation Framework. All teachers will receive a final rating based on their scores in the appraisal components. Ratings range from Ineffective to Distinguished. Teachers will receive points if they are rated effective, highly effective, or distinguished. The number of points will be determined by the type of campus served. *All teachers will either be working on a Standard Compensation Campus or an Enhanced Compensation Campus.* For information on Enhanced Compensation Campuses, please visit the [PPFT Compensation website](#).

Standard Campus

- Effective - 4 points
- Highly Effective - 7 points
- Distinguished - 10 points

Enhanced Compensation Campus

- Effective - 6 points
- Highly Effective - 12 points
- Distinguished - 20 points

What are Enhanced Compensation Campuses?

Enhanced Compensation Campuses are defined as the top 25% of campuses with the highest instructional services index, which takes into account the percentage of economically disadvantaged students, percentage of students served in Bilingual/ESL programs, and the percentage of students served with Special Education programs. Campuses with an overall F accountability rating and are not in the top 25% will also be included. Enhanced Compensation is designed to provide recruitment and retention support to campuses. All teachers will either be working on a Standard Compensation Campus or an Enhanced Compensation Campus.

What is the PPFT Compensation Framework?

The PPFT Compensation Framework is base-building, which means it adds permanent pay increases to a teacher's base salary. This framework does not impact stipends or board approved raises. Teachers will still be able to earn all district approved stipends and raises. The framework builds the base salary in a second way through a point system. Teachers will earn professional points each year. PPFT Compensation points are cumulative and determine the amount of additional base salary increase. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.

Will there be waivers under this system?

No. There are no waivers under this appraisal system.

- Every teacher will be appraised each year.
- Both Board policy and PPFT Operational Procedures require every teacher to have a full appraisal each year.

Can teachers appeal any portion of the appraisal process?

If a teacher wishes to challenge their Professional Growth and Responsibilities score after meeting with their appraiser, they must submit a written rebuttal in the HCP and notify the Office of Employee Effectiveness via ppft@austinisd.org within 5 working days from the day the Professional Growth and Responsibilities score is finalized in the HCP. If a written rebuttal is not submitted within the allotted days, a teacher will be unable to move forward in the grievance process. Employees must comply with the grievance procedures outlined in Board Policy DGBA (Local). Please contact the Office of Employee Relations for any questions regarding employee rights under Board Policy DBGA (Local).

How does the PPFT Appraisal measure student growth?

25% of the PPFT Appraisal will be reflected in a student growth that will include one Student Learning Objective (SLO) at the individual teacher level and a School-wide Value-Added score based on student growth as measured by state assessments. The SLO score will be worth 15% and the School-wide Value-Added score will be worth 10%.

Appendix F

PPfT Working Group

Original Design Group

Alexa Humberson - Teacher
Ruben Ramirez - Teacher
Sarah Dille - Teacher
Cathryn Mitchell- Principal
John Rocha- Principal
Robert Deckard- Assistant Principal
Jacquie Porter - Teaching and Learning
Eddie Curran - Human Resources
Jan John - Professional Development
Lisa Schmitt - Research and Evaluation
Kimiko Krekel - Educator Quality
Joann Taylor - Educator Effectiveness
Ken Zarifis - Education Austin
Dyan Smiley - AFT

Current PPfT Oversight Committee

Dr. Dru McGovern-Robinett- Associate Superintendent, HCD
Amie Ortiz- Director, Employee Effectiveness
Ken Zarafis- President, Education Austin
Sheila Henry- Executive Director, School Leadership
Brandi Hosack- Associate Superintendent, HR Services
Dr. Paige Debaylo- Senior Research Associate, DRE
Jerald Wilson- Principal, Kealing MS
John Rocha- Principal, Bailey MS
Tina Salazar- Principal, Akins HS
Chaolin Chang- Principal, Joslin ES
Dr. Chaitra McGrew- Assistant Principal, Houston ES
Andrea Glienke- Assistant Principal, Navarro ECHS
Larry Perez- Assistant Principal, Andrews ES
Giseyla Lopez-Zubieta- Assistant Principal, Reilly ES
Bobby Quindlen Sandoval- Teacher, Langford ES
Lacey Faulkner- Teacher, Northeast ECHS
Margaret Daniels- Teacher, Gus Garcia YMLA
Rodrigo Rodriguez- Teacher, Cook ES
Alfredo Uriegas- Teacher, Lively MS
Dillon Braaten- Teacher, Anderson HS
Colleen Fairbrother- Teacher, Bryker Woods ES
Carmen Barrera- Teacher, Linder ES



Glossary

Appraisals: A system designed to assess the performance and effectiveness of teachers by trained appraisers. Every teacher will receive an appraisal every year. There will not be any waivers.

Artifacts: These are forms of evidence that support a teacher's appraisal. They may include lesson plans, examples of student work with teacher feedback, professional learning records and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Assessment/Evidence Source: Evidence sources include common district assessments, existing standardized assessments, teacher-designed assessments, work samples or portfolios, and other sources approved by the appraiser.

Base Building: Additional money paid to an employee that increases the hourly rate. An example at AISD would be the Professional Pathway for Teachers (PPfT) program. As a PPfT teacher qualifies for a new level, their hourly rate can increase. Stipends are not considered a base-building increase as they are a flat pay amount, usually paid out only once.

Base Salary: An employee is paid a set amount of money by their employer for work performed. Base Salary is commonly referred to yearly income or gross pay before any deductions (e.g. Benefits). To calculate base salary for a full time employee you take the hourly rate X 8 hours in a workday X contracted days. For example, a full time teacher making \$34.76 an hour has a base salary of \$52,000.96 ($\$34.76 \times 8 \text{ hours} \times 187 \text{ days}$).

Collaboration: Ongoing communication among professionals using a variety of formats (i.e. conferences, meetings, email, online community, conference calls) to discuss, plan and implement content- course work, experiences, knowledge and skills- of the teacher and/or students.

Communication: Any communication that shows the teacher invites and encourages parent/guardian/ community involvement in the students' learning.

Components: The three main areas of the PPfT Appraisal are: Instructional Practice, Professional Growth and Responsibilities and Student Growth.

Enhanced Compensation Campus: Top 25% of campuses with the highest instructional services index (ISI), which takes into account the percentage of economically disadvantaged students, percentage of students served in Bilingual/English as a Second Language (ESL) programs, and the percentage of students served with Special Education programs. Campuses with an overall F accountability rating are also included. Enhanced Compensation is designed to provide recruitment and retention support to campuses.

Formal Observation: This is a formal observation (45 minute minimum) of a teacher's practice in the classroom. Two formal observations, by two different appraisers, are required during the school year: one in the fall and one in the spring.

Formative Feedback: Non-evaluative feedback provided throughout the school year informing teachers where their practice is strong and where there is room for improvement.

Full-Time: For the purpose of determining base-salary increases under PPfT Compensation, full-time is considered 8 hours a day and 187 days per year. Thus, the equivalent hourly increase under PPfT Compensation is the annual increment divided by 187, divided by 8.

Goal-Setting: This process helps a teacher provide focus and direction to improving practice. Goals must be meaningful and help teachers reach higher levels of performance and effectiveness. Goals may serve as a plan for support, improvement or coaching and formative assessment through the year. Professional goals may also serve as part of the summative appraisal.

Glossary

Growth Targets: These are clear and specific targets for individual student growth that determines whether an educator has successfully met his/her SLO. The growth target is the amount of growth required of students to meet their individual goals.

Human Capital Platform (HCP): The Human Capital Platform is the district's Professional Learning Management System that allows employees to register for AISD professional learning and training opportunities. The Human Capital Platform also includes an appraisal module that allows appraisers and staff to complete the appraisal process electronically.

Human Capital System: Systems that blend talent management strategies, policies, and practices aligned with the needs of an organization.

Indicators: Measurable behaviors and outcomes within each PPfT rubric strand which demonstrate teacher performance.

Informal Walkthrough: This is a short informal and unannounced observation of a teacher's practice in the classroom. Informal walkthroughs should be documented on the standard district form within 48 hours of the walkthrough. While feedback is provided these are not part of the PPfT summative score and may occur at any time. Teachers will receive a minimum of four informal walkthroughs in the fall semester and four in the spring.

Instructional Practice: This component of the PPfT reflects observable teacher skills and knowledge that drive student learning and engagement in the classroom.

Individual Learning Plan: Teachers must complete an Individual Learning Plan (ILP) in the HCP within 20 working days of the PPfT Appraisal online orientation being made available. Teachers will reflect on areas of strength and areas for growth in the rubric strands, and reflect on these areas at the end of the year.

Orientation: The first step in the PPfT Appraisal process, the Orientation, takes place prior to or at the beginning of the school year. Teachers review each piece of the appraisal, the related tools and resources, timelines for implementation, and expectations for all participants in the system.

Pre-Observation Conference: A conference takes place before each formal observation during which the appraiser and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Post-Observation Conference: A conference follows each of the formal observations during which the appraiser provides formal observation data verbally and in writing to the teacher. Throughout the school year, teachers will meet regularly with appraisers to reflect on their teaching practice and track their progress toward professional learning goals. Post-Conferences must be held within 5 working days from the formal observation.

Professional Learning: An ongoing process that provides opportunities for a teacher to increase skill and knowledge, meet the needs of students, and stay current on best practices in the teaching profession. The ultimate goal of this process is to increase student learning and achievement. Professional Learning aligns with district goals.

Professional Pathways for Teachers (PPfT)

Appraisal: The PPfT Appraisal is a multi-measure system that evaluates teachers on a regular basis. This system covers three areas: Instructional Practice, Professional Growth and Responsibilities, and Student Growth.

Glossary

Professional Pathways for Teachers (PPfT)

Compensation: PPfT Appraisal is one element of the PPfT Compensation System. Teachers can earn points from five elements: Current Year of Service, Appraisal, Professional Development Units, Leadership Pathways, and Leadership Pathways Plus 1.

PPfT Compensation is base-building. It adds permanent pay increases to a teacher's base salary. Teachers will still be eligible to earn all district approved stipends and raises. PPfT Compensation builds the base salary through a point system. Teachers will earn professional points each year. PPfT Compensation points are cumulative and determine the amount of additional base salary increase.

Professional Pathways for Teachers (PPfT) Human

Capital System: A collaboration between Austin Independent School District, Education Austin, and American Federation of Teachers to design a Human Capital System that blends appraisal, compensation, and professional learning. This work focuses resources on building the capacity of our teachers through a comprehensive system of supports and rewards with the ultimate goal of growing teachers and students.

Professional Growth and Responsibilities: This component of the appraisal provides a system that concentrates on teacher growth and collaboration (Growth) and acknowledges compliance activities (Responsibilities). It includes a rubric related the five strands associated with professionalism.

Reflection: Retrospective consideration of one's practice. Reflection requires the teacher to make an analysis of a lesson, learning activity or student performance, and consider what to do next or differently as a result of this information.

Reflective Practice/Self-Reflection: An active and conscious process that involves a deliberate pause to examine beliefs, goals or practices to gain new or deeper understanding that leads to improved teaching effectiveness and student learning.

Rubric: A set of guidelines for scoring which states the strands and indicators being assessed.

SAS EVAAS: This is a comprehensive reporting system of School-wide Value-Added which allows educators to recognize progress and growth over time.

School-wide Value-Added: This is a district-rated measure of the extent to which a school's average growth meets, exceeds, or falls short of average growth. School-wide Value-Added provides a picture of student growth regardless of students' achievement levels, helps districts understand whether high-achieving schools are making enough progress to sustain or even improve their achievement levels and examines progress over time for schools.

Scoring System: The PPfT includes a scoring spectrum of 5 levels: Distinguished, Highly Effective, Effective, Progressing, and Ineffective.

STAAR-Like Testing Environment: Content specific anchor charts or reference materials should be removed or covered from the testing location. This includes, but is not limited to, math tables for addition, subtraction, multiplication, division facts, graphics containing tested information, historical timelines, or lists of historical figures and their accomplishments.

Student Growth: This component of the PPfT Appraisal provides a system that acknowledges a teachers' contribution to student academic progress assessed through multiple measures of student growth measures, including Student Learning Objectives and School-wide Value-Added.

Glossary

Student Learning Objectives (SLOs): SLOs are goals for individual student growth that teachers set at the beginning of a course and strive to achieve by the end. Each learning objective is targeted in an area of high need based on a thorough review of available data, and must meet standards for rigor and verifiability. Each teacher will be scored on an SLO Process Rubric that includes student pre-and post-test growth data.

Summative Conference: The Summative Conference is required at the end of the school year. This conference is a professional conversation that occurs between teacher and appraiser to review and discuss the various components that lead to a teacher's final appraisal score. The summative should also provide guidance to the teacher regarding their progress over the year, areas that indicate growth and a blueprint for continued professional learning.

Summative Score: A process designed to collect and evaluate evidence of teacher performance and effectiveness using standard, pre-determined criteria. Summative appraisals are used by an appraiser to make decisions, identify growth areas, guide professional development, evaluate teachers on a regular basis, and develop teachers for Leadership Pathways.

Targeted Growth: This is the level of expected growth, or progress towards an identified goal, made by target population.

Teacher: A teacher is defined as staff with a half-time or greater teaching assignment, and whose primary assignment is a teaching assignment.

Year of Service: Chapter 153 of the Commissioner's Rules state it is a term of employment measured in school years in an entity in which the employment is recognized for salary increment purposes.