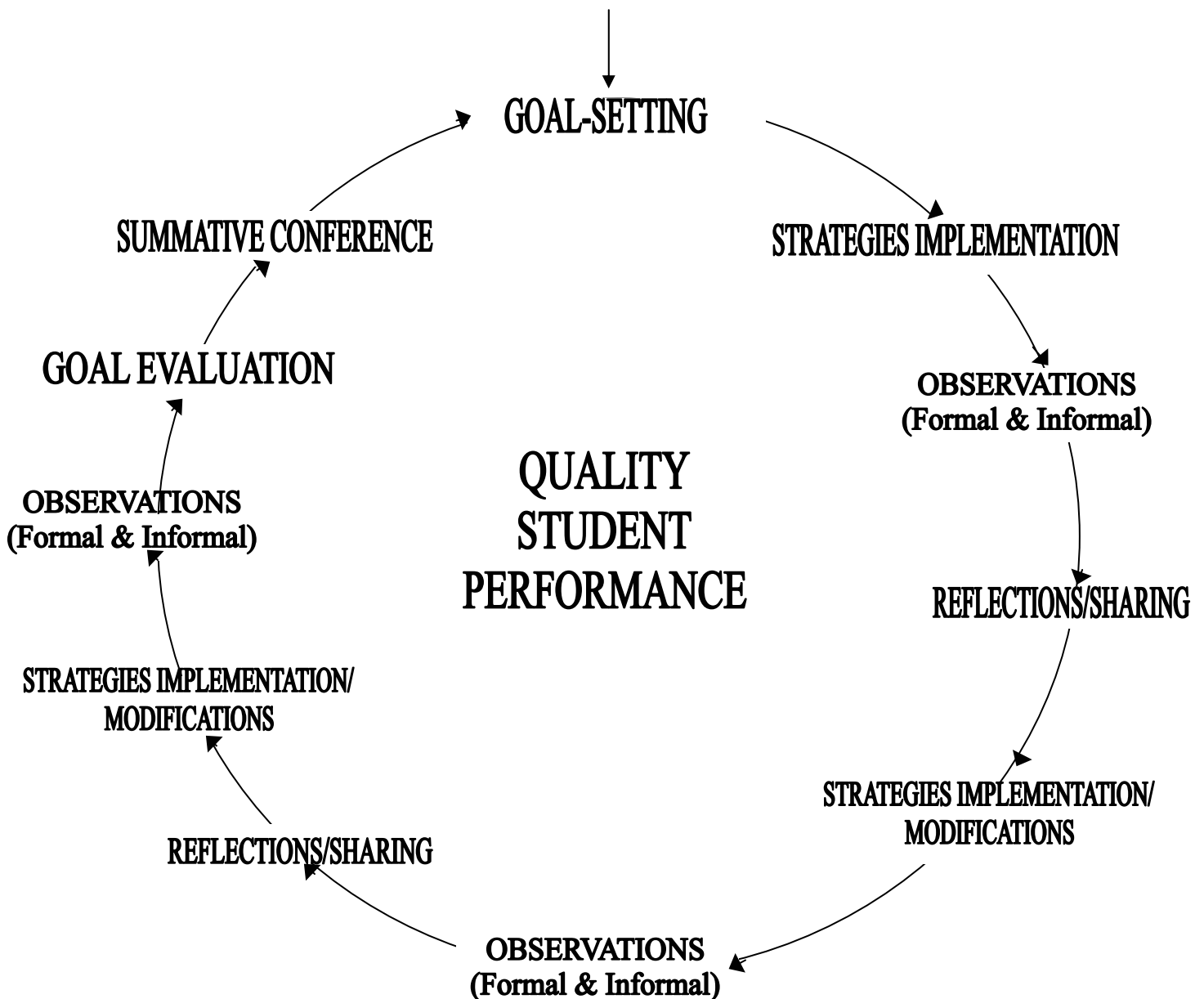


CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT  
**Professional Development: A Plan for Student Learning  
For Teacher/Paraprofessional Appraisal and Compensation**

**CONTINUOUS PROFESSIONAL DEVELOPMENT PROCESS**



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# Appraisal Process for Teachers

*CYPRESS-FAIRBANKS  
PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM*

**Philosophy**

Because Cypress-Fairbanks Independent School District expects the continued development of both professional and paraprofessional staff, the district provides many growth opportunities throughout the school year and during the summer in order to support that professional growth. A critical component of the continuous improvement process is the on-going support provided by the appraisal process and the collaboration between the teacher and administrator.

**Appraisal of Teacher Performance**

Cypress-Fairbanks ISD has adopted a locally developed system for teacher appraisal as outlined in Texas Education Code (TEC), §21.352. As outlined, this appraisal process, *Cypress-Fairbanks Professional Development and Appraisal System (CFPDAS)*, does include:

- (a) at least one appraisal each year;
- (b) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
- (c) criteria based on observable, job-related behavior, including:
  - 1. teachers' implementation of discipline management procedures; and
  - 2. performance of the teachers' students.

The *CFPDAS* process includes:

- (a) a goal-setting process, including completion by the teacher of the *Professional Development: A Plan for Student Learning - Goal Setting - Part I*;
- (b) an opportunity for reflection and sharing between the teacher and colleagues with the completion of the *Professional Development: A Plan for Student Learning - Reflection/Sharing - Part II*;
- (c) multiple opportunities for classroom observations, both formal and/or informal, to be conducted by the assigned appraiser and other administrators;
- (d) cumulative data of written documentation collected by the appraiser regarding job-related teacher performance, in addition to formal classroom observations;
- (e) a goal evaluation process and the completion of the *Professional Development: A Plan for Student Learning - Goal Evaluation - Part III*;
- (f) a written summative annual appraisal report, the *Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV* completed by the appraiser; and
- (g) a summative annual conference to be held with the teacher and appraiser.

### **Goal-setting**

The annual goal-setting process charts the direction for both student and teacher continuous improvement. The document, *Professional Development: A Plan for Student Learning - Goal-setting - Part I*, should be:

- (a) completed during the first six-weeks of school;
- (b) based upon a needs assessment of the specific data that is appropriate to the teacher's assignment; and
- (c) reviewed and refined in a conference between the teacher and the principal/designee as soon thereafter as possible.

At the apex of the document is a campus goal toward which the staff is working. This unifying focus may encompass many goals that focus on student success; however, the teacher's choice of a goal for student success must be identified through a variety of data sources. The teacher will analyze the data most pertinent to his/her students and then target specific needs to be addressed.

Once the student goal has been determined, the teacher should plan appropriate strategies to address the targeted needs. Although the plan may include additional training activities, other viable professional development should be explored. The teacher should be mindful that the quality of the activities is more important than the number and that the individual learning plan should be specific to student needs. The goal-setting conference may serve as the pre-observation conference for teachers on Plan I.

### **Reflections/Sharing**

Working with a colleague, each teacher has the opportunity to revisit the goal(s) determined at the beginning of the school year. A reflection conference should be scheduled and the *Professional Development: A Plan for Student Learning - Reflections/Sharing - Part II* should be completed at the beginning of the second semester. Taking a fresh look at the targeted needs and the strategies being used will serve to validate the teacher's efforts and to enable modifications, if merited.

### **Observations - Formal and Informal**

It is important that administrators, support staff, and teachers share conversations concerning the instructional program and strategies for meeting the needs of individual students. One of the most effective tools for gathering data for these conversations is a formal or informal classroom observation.

## Formal Observations

The formal observation process provides a structure through which the appraiser and teacher can discuss the specific needs of students in the goal-setting/pre-observation conference. It also allows the appraiser to gather information through a scheduled visit using *Domains I - V(a)* of the *CFPDAS* instrument and to provide feedback through an observation report, and, upon request from the teacher or appraiser, a post-observation conference. An observation report should be given to the teacher within ten working days of the observation; however, the deadline may be extended due to extenuating circumstances. Formal observations should be scheduled and not be conducted on the last day of instruction before any official school holiday or on any day deemed inappropriate by the school district board of trustees.

The *CFPDAS* allows for two plans in reference to a formal observation: Plan I and Plan II. Teachers are eligible to move from Plan I to Plan II, subject to the approval of the building principal, by earning a summative performance score of "Proficient" or "Exceeds Expectations" on each of the domains of the *CFPDAS* formal instrument for three consecutive years, and meeting the 25/75 hour expectation for off-contract professional development. For any teacher who is on Plan I, a minimum of one 45-minute formal observation is required. A post-observation conference may be held at the request of the teacher or appraiser. By mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments, however, must aggregate to at least 45 minutes. Although a formal observation is not required for a teacher on Plan II, a formal observation of any teacher on Plan II may occur at the request of the teacher or the appraiser/principal.

Teachers new to CFISD will be on Plan I during their first two years in the district. Once the teacher has earned two years of "Proficient" or "Exceeds Expectations" on the *CFPDAS*, an appraisal score from a previous district may be considered to meet the requirement for one additional year. The teacher should provide the most recent appraisal scores earned from the previous school district to the principal. The principal will review the scores earned from that district and will submit them to the Staff Development Office for further review. If a level of "Proficient" performance can be verified, the teacher will then be eligible to move to Plan II during the third year of employment with the district, subject to the approval of the building principal.

A CFISD teacher on Plan II who has an interruption in service of no more than five (5) years is eligible for placement on Plan II upon return to the district. If the interruption in service is more than five (5) years, the teacher will be placed on Plan I for the first year and will be eligible to move to Plan II during the second year of employment, subject to receiving a "Proficient" or "Exceeds Expectations" performance rating for all domains and the approval of the building principal.

## **Informal Observations**

Classroom walk-throughs are short visits (a minimum of 5 minutes) that focus on curriculum and instruction. They may occur at any time, may be conducted by any appraiser, and may result in no feedback, written or verbal feedback. The teacher's appraiser is required to conduct a minimum of two walk-throughs with written feedback for teachers on Plan I and a minimum of three walk-throughs with written feedback for teachers on Plan II.

## **Cumulative Data**

Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the appraiser's knowledge of the occurrence. The principal should also be notified in writing when the appraiser is not the teacher's principal.

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

## **Goal Evaluation**

Another formal opportunity for the teacher to reflect on the goals for student success should occur prior to the summative conference. Completing the *Professional Development: A Plan for Student Learning - Goal Evaluation - Part III* allows the staff member to analyze the student data resulting from the implementation of the teaching plan, to critique the new learning and its effect on student needs, and to think about possible goals to focus on for the next year. The teacher should be prepared to share with the principal/designee the goal evaluation and supporting data at the summative conference.

## **Summative Conference Data**

The final component of the continuous improvement process is a summative conference that is held between the appraiser and the teacher. The conversation should include the *Professional Development: A Plan for Student Learning - Goal Evaluation - Part III*, the formal observation (*Domain I - V(a)*), if appropriate, the informal observations/walkthroughs, and *Domains V(b) - VIII* of the *CFPDAS*. In addition, the application for compensation, the *CFISD Professional Development Record for Teachers*, should be discussed concerning the impact of professional development strategies on student achievement and consideration of future goals for professional development.

A written summative annual appraisal report the *Professional Development: A Plan for Student Learning - Summary Conference Data - Part IV* should be shared with the teacher following the summative conference and no later than 15 working days before the last day of instruction for

students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

Any documentation collected after the summative conference, but before the end of the contract term during one school year, may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s).

### **Teacher in Need of Assistance**

A teacher whose performance meets any of the following circumstances will be designated as a "teacher in need of assistance ":

- (a) a teacher who is evaluated as unsatisfactory in one or more domains; or
- (b) a teacher who is evaluated as below expectations in two or more domains.

When a teacher is designated as a teacher in need of assistance, the appraiser and/or the teacher's supervisor shall, in consultation with the teacher, develop an intervention plan that includes the following:

- (a) domain(s) that designate a teacher as a teacher in need of assistance;
- (b) directives or recommendations for professional improvement activities;
- (c) evidence that is used to determine successful completion of professional improvement activities;
- (d) directives for changes in teacher behavior;
- (e) evidence that is used to determine if teacher behavior has changed; and specific time line for successful completion.

In a case when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan. A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

The intervention plan shall include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district. An intervention plan may be developed at any time at the discretion of the appraiser when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory".

An employee currently on a teacher in need of assistance plan and/or administrative directives is **not eligible** to request a transfer.

### **Teacher Response and Appeals**

A teacher may submit a written response or rebuttal at the following times:



- (a) after receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; and/or
- (b) after receiving a written summative annual appraisal report.

Any written response or rebuttal must be submitted within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. At the discretion of the appraiser, the time period may be extended to 15 working days. This written response or rebuttal should be attached to the record that is part of the teacher's permanent record. The appraiser must acknowledge the receipt of the written response or rebuttal within ten working days of its receipt.

A teacher may request a second appraisal by another appraiser at the following times:

- (a) after receiving a written observation summary with which the teacher disagrees; and/or
- (b) after receiving a written summative annual appraisal report with which the teacher disagrees.

The following procedures should be followed in the request of a second appraiser:

- (a) The teacher must request the second observation in writing within ten (10) working days of receipt of a written observation summary or a written summative annual appraisal report.
- (b) The teacher's appraisal supervisor will generate, within five (5) days of the request, a list of three certified appraisers from outside of the building who are qualified and available to serve as a second appraiser. This list should include a district coordinator whose area of expertise is in the teacher's content area.
- (c) The teacher will select the second appraiser within five (5) days of having received the list, and the first appraiser will notify the selected second appraiser in writing within five (5) days of this selection. The second appraiser will contact the teacher to discuss the process and procedures to be followed in conducting the second appraisal.
- (d) The second appraiser shall appraise the teacher in all domains. The second appraiser shall conduct a formal observation and walk-throughs as necessary to evaluate Domains I through V(a). The second appraiser shall use the goal-setting and cumulative data from the first appraisal to evaluate Domains V(b) through VIII. Cumulative data may also be used by the second appraiser to evaluate other domains.
- (e) The second appraiser's score will be averaged with the appraisal supervisor's and will constitute the teacher's score for the appraisal period.

Both appraisers should follow the following procedures:

- (a) The first and second appraisers should remain independent throughout the process.
- (b) It is the responsibility of the primary appraiser to notify the second appraiser of the intent to conclude the formative process and score all domains of the document resulting in the "Summative Report." Both appraisers should, at this point, have access to all written cumulative data from both appraisers, including the observation reports, walk-through documents, memos, etc.

- (c) Each appraiser should independently score all eight domains based upon the cumulative data and independently share the summative scores in a conference.
- (d) It is the responsibility of the second appraiser to supply the first appraiser with a copy of the summative scores. The first appraiser will average the two scores for each domain, and this shall constitute the teacher's annual appraisal score. A copy of the final calculations should be shared with the teacher by the primary appraiser in a summative conference; the second appraiser may also be present at the summative conference at the request of either appraiser or the teacher. The "Summative Conference Data--Part V" shall be completed and signed in this conference. This final record should be placed in the teacher's permanent record.

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

### **Appraiser Qualifications**

The teacher-appraisal process requires at least one appraiser. The teacher's supervisor shall conduct the teacher's appraisal and must hold a superintendent, mid-management (principal), or supervisor certification, or must hold comparable certificates established by the State Board for Educator Certification. An appraiser other than the teacher's supervisor must be approved by the school district board of trustees, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience. An appraiser who is a classroom teacher may not appraise the performance of another classroom teacher who teaches at the same school campus at which the appraiser teaches, unless the appraiser is the chair of a department or grade-level whose job description includes classroom observation responsibilities.

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

- (a) Principals;
- (b) Associate/Assistant Principals;
- (c) Directors of Instruction; and
- (d) Curriculum Coordinators/Directors/Supervisors – general and special education.

Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed uniform appraiser training, including required Instructional Leadership Development (ILD) training, with a trainer and curriculum approved by the district. In addition, the appraiser must be certified as "Proficient" in the *Cypress Fairbanks Professional Development and Appraisal System (CFPDAS)* system. Periodic recertification and training shall be required.

## **Teacher Orientation**

Each campus shall ensure that all teachers are provided with an orientation of *the Cypress Fairbanks Professional Development and Appraisal System (CFPDAS)* within six weeks of the beginning their contract and prior to a formal observation. Teachers' orientation shall include materials approved by district. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the expectations of Domain I - VIII of *CFPDAS*. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the *CFPDAS* specifics and to have their questions answered.

## **Professional Growth Supplements**

Professional growth supplements accrued prior to September 1, 1986, will continue to be a part of each person's contract.

## CFPDAS TIMELINE

### PLAN I

<b>Week 1 – Week 6</b>	<b>Orientation</b> <ul style="list-style-type: none"><li>- Explanation of appraisal process</li><li>- Explanation of classroom observation document</li><li>- Designation of appraisal supervisor</li></ul> <b>Observations (Informal)</b> <p>Completion of <i>Professional Development: A Plan for Student Learning - Goal-setting - Part I</i></p>
<b>Week 7 – Week 12</b>	<b>Conferences – Goal-setting/Pre-observation</b> <ul style="list-style-type: none"><li>- Should precede formal observations</li><li>- Should focus on <i>Professional Development: A Plan for Student Learning - Goal-setting - Part I</i></li></ul>
<b>Week 13 – Week 33</b>	<b>Observations</b> <ul style="list-style-type: none"><li>- <b>Formal</b><ul style="list-style-type: none"><li>▪ Announced or Scheduled</li><li>▪ 45 minute (mutual consent allows for shorter segments totaling 45 minutes)</li><li>▪ Observation report on Domain I-V(a) to teacher within 10 days unless there are extenuating circumstances</li><li>▪ Post-observation conference – at request of the teacher or appraiser</li></ul></li><li>- <b>Walk-throughs</b><ul style="list-style-type: none"><li>▪ Minimum of 2 with written feedback</li></ul></li></ul> <b>Snapshots/other cumulative data</b> <ul style="list-style-type: none"><li>- If used for appraisal considerations, must be shared in writing with the teacher within 10 days of the appraiser's knowledge of the occurrence</li></ul> <p>Completion of <i>Professional Development: A Plan for Student Learning - Reflecting/Sharing - Part II</i> (End of the First Semester)</p> <p>Completion of <i>Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</i></p> <b>Goal Evaluation Conference</b> <ul style="list-style-type: none"><li>- Collaborative review of Completion of <i>Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</i></li><li>- Completion of <i>Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV</i></li><li>- Verification of the <i>Professional Development Record for Teachers</i></li><li>- Discussion of any changes on formative classroom observation document - Domains I-V(a)</li><li>- Completion of appraisal scores in all domains - Domain I-VIII</li><li>- Teachers new to CFISD submit prior appraisals for review</li></ul> <b>Second Appraisals (as needed)</b>
<b>May 1-April 30</b>	Participation in Professional Development (25 /75 Hours Expectation)
<b>June 15</b>	All evaluations and <i>Professional Development Records for Teachers</i> submitted to the Professional Development Office

## CFPDAS TIMELINE

### PLAN II

**Week 1 – Week 6**

#### **Orientation**

- Explanation of appraisal process
- Explanation of classroom observation document
- Designation of appraisal supervisor

#### **Observations (Informal)**

Completion of *Professional Development: A Plan for Student Learning - Goal-setting - Part I*

**Week 7 – Week 12**

#### **Conferences – Goal-setting/Pre-observation**

- Should precede formal observations
- Should focus on *Professional Development: A Plan for Student Learning - Goal-setting - Part I*

**Week 7 – Week 33**

#### **Observations**

- **Formal**
  - May occur at the request of the teacher or appraiser
- **Walk-throughs**
  - Minimum of 3 with written feedback

#### **Snapshots/other cumulative data**

- If used for appraisal within 10 days of the appraiser's knowledge of the occurrence

Completion of *Professional Development: A Plan for Student Learning - Reflecting/Sharing - Part II*  
(End of the first semester)

Completion of *Professional Development: A Plan for Student Learning - Goal Evaluation - Part III*

#### **Goal Evaluation Conference**

- Collaborative review of Completion of *Professional Development: A Plan for Student Learning - Goal Evaluation - Part III*
- Completion of *Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV*
- Verification of the *Professional Development Record for Teachers*
- Completion of appraisal scores in Domains V(b) - VIII

#### **Second Appraisals (as needed)**

**May 1-April 30**

Participation in Professional Development (25 /75 Hours Expectation)

**June 15**

All evaluations and *Professional Development Records for Teachers* submitted to the Professional Development Office

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**  
**Professional Development: A Plan for Student Learning**  
**ELEMENTARY GOAL-SETTING PROCESS-Part I**  
**To be completed by the Teacher during the first six weeks of school**

<b>Teacher:</b>	<b>Team/Grade Level:</b>		
<b>ID#</b>	<b>Campus:</b>	<b>Year:</b>	<input type="checkbox"/> <b>Plan I</b> <input type="checkbox"/> <b>Plan II</b>

<b>Targeted Campus SMART Goal:</b>		
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal: My/our (target population) _____ students in (target class/subject) _____ will increase in performance level from _____ in Sept. '07 to _____ in May '08.</b>		
<b>Data source(s) used to establish and evaluate SMART Goal:</b>		
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> Prom./Placed/Retained	<input type="checkbox"/> Attendance Rate
<input type="checkbox"/> Benchmarks	<input type="checkbox"/> ESL/Bil. Data Sources	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> Sp. Ed. Data Sources	<input type="checkbox"/> GT Data Sources	<input type="checkbox"/> Art/Music/PE Data Sources
<input type="checkbox"/> SRI (Read 180 schools)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>		
1.		
2.		
3.		
4.		

<b>Targeted Campus SMART Goal:</b>		
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:</b>		
<b>Data source(s) used to establish and evaluate SMART Goal:</b>		
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> TAKS '07	<input type="checkbox"/> TAKS '07
<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Benchmarks	<input type="checkbox"/> Benchmarks
<input type="checkbox"/> Sp. Ed. Data Sources	<input type="checkbox"/> Sp. Ed. Data Sources	<input type="checkbox"/> Sp. Ed. Data Sources
<input type="checkbox"/> SRI (Read 180 schools)	<input type="checkbox"/> SRI (Read 180 schools)	<input type="checkbox"/> SRI (Read 180 schools)
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>		
1.		
2.		
3.		
4.		

### My Personal/Team Professional Learning Plan

<b>Name:</b>	<b>Team/Department:</b>	<b>Campus:</b>
<b>Selected research-proven strategies I (we) will use to reach my (our) goals:</b>	<b>Activities in which I (we) will engage to increase my (our) knowledge and skills in targeted area:</b>	<b>Evidence of Accomplishment:</b>
<b>1. Targeted Area:</b>	<input type="checkbox"/> Attend Training: Title:	District transcript and submission of the online course feedback documents
	<input type="checkbox"/> Participate in a book study: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in share sessions: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in peer coaching: Targeted Area: Partner:	Approved model, verified log with required minimum interactions and submission of the online course feedback documents
	<input type="checkbox"/> Out-of-district session: Title:	Prior coordinator approval and attendance documentation

<b>2. Targeted Area:</b>	<input type="checkbox"/> Attend Training: Title:	District transcript and submission of the online course feedback documents
	<input type="checkbox"/> Participate in a book study: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in share sessions: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in peer coaching: Targeted Area: Partner:	Approved model, verified log with required minimum interactions and submission of the online course feedback documents
	<input type="checkbox"/> Out-of-district session: Title:	Prior coordinator approval and attendance documentation

#### Coursework Leading to Additional Certification/Degree

University (SHSU, etc.)	Degree/Certification (Principal, etc.)	Documentation
		University Transcript

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**  
**Professional Development: A Plan for Student Learning**  
**SECONDARY GOAL-SETTING-Part I**  
**To be completed by the teacher during the first six weeks of school**

<b>Teacher:</b>	<b>Team/Department:</b>		
<b>ID#</b>	<b>Campus:</b>	<b>Year:</b>	<input type="checkbox"/> <b>Plan I</b> <input type="checkbox"/> <b>Plan II</b>

<b>Targeted Campus SMART Goal:</b>		
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal: My/our (target population) _____ students in (target class/subject) _____ will increase in performance level from _____ in Sept. '07 to _____ in May '08.</b>		
<b>Data source(s) used to establish and evaluate SMART Goal:</b>		
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> # in Extracurricular Activities
<input type="checkbox"/> SFA &/or Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data
<input type="checkbox"/> End-of-Course Exams	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/>
<input type="checkbox"/> PSAT	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>		
1.		
2.		
3.		
4.		

<b>Targeted Campus SMART Goal:</b>		
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:</b>		
<b>Data source(s) used to establish and evaluate SMART Goal:</b>		
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> # in Extracurricular Activities
<input type="checkbox"/> SFA &/or Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data
<input type="checkbox"/> End-of-Course Exams	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/>
<input type="checkbox"/> PSAT	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>		
1.		
2.		
3.		
4.		



### My Personal/Team Professional Learning Plan

<b>Name:</b>	<b>Team/Department:</b>	<b>Campus:</b>
<b>Selected research-proven strategies I (we) will use to reach my (our) goals:</b>	<b>Activities in which I (we) will engage to increase my (our) knowledge and skills in targeted area:</b>	<b>Evidence of Accomplishment:</b>
<b>1. Targeted Area:</b>	<input type="checkbox"/> Attend Training: Title:	District transcript and submission of the online course feedback documents
	<input type="checkbox"/> Participate in a book study: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in share sessions: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in peer coaching: Targeted Area: Partner:	Approved model, verified log with required minimum interactions and submission of the online course feedback documents
	<input type="checkbox"/> Out-of-district session: Title:	Prior coordinator approval and attendance documentation

<b>2. Targeted Area:</b>	<input type="checkbox"/> Attend Training: Title:	District transcript and submission of the online course feedback documents
	<input type="checkbox"/> Participate in a book study: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in share sessions: Title:	Approved model, verified log with minimum attendance and submission of the online course feedback documents
	<input type="checkbox"/> Participate in peer coaching: Targeted Area: Partner:	Approved model, verified log with required minimum interactions and submission of the online course feedback documents
	<input type="checkbox"/> Out-of-district session: Title:	Prior coordinator approval and attendance documentation

#### Coursework Leading to Additional Certification/Degree

University (SHSU, etc.)	Degree/Certification (Principal, etc.)	Documentation
		University Transcript

**GOAL-SETTING-Part II REFLECTION/SHARING**  
**To be completed in January and turned in to your appraiser**

<b>Teacher:</b>		<b>Team/Department:</b>	
<b>ID#:</b>	<b>Campus:</b>	<b>Year:</b>	
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal #1:</b>			
<input type="checkbox"/> I regularly review student data to guide my instruction.			
<input type="checkbox"/> I regularly meet with colleagues to discuss and plan instruction.			
<input type="checkbox"/> I am participating in professional development and implementing strategies that address student needs as identified in my review of data.			
<b>Progress of my SMART Goal #1</b>			
My _____ (targeted) students in _____ (content-area/course) are currently performing at _____ % on _____ (specific assessments.)			
<b>Reflection</b>			
Based upon my student data, I will modify my teaching plans to include the following instructional strategies:			
I plan to focus my professional development in the area of:			

<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal #2:</b>			
<input type="checkbox"/> I regularly review student data to guide my instruction.			
<input type="checkbox"/> I regularly meet with colleagues to discuss and plan instruction.			
<input type="checkbox"/> I am participating in professional development and implementing strategies that address student needs as identified in my review of data.			
<b>Progress of my SMART Goal #2</b>			
My _____ (targeted) students in _____ (content-area/course) are currently performing at _____ % on _____ (specific assessments.)			
<b>Reflection</b>			
Based upon my student data, I will modify my teaching plans to include the following instructional strategies:			
I plan to focus my professional development in the area of:			

\_\_\_\_\_  
 Teacher's Signature/Date

\_\_\_\_\_  
 Colleague's Signature/Date

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**  
**Professional Development: A Plan for Student Learning**  
**ELEMENTARY GOAL-EVALUATION-Part III**  
**To be completed by the teacher prior to the Summative Conference**

<b>Teacher:</b>		<b>Team/Grade Level:</b>	
<b>ID#</b>	<b>Campus:</b>	<b>Year: 2007--08</b>	<input type="checkbox"/> <b>Plan I</b> <input type="checkbox"/> <b>Plan II</b>
<b>Targeted Campus SMART Goal:</b>			
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:</b>			
<b>Data source(s) used to establish and evaluate SMART Goal:</b>			
<input type="checkbox"/> <b>TAKS '07</b>	<input type="checkbox"/> <b>Prom./Placed/Retained</b>	<input type="checkbox"/> <b>Attendance Rate</b>	
<input type="checkbox"/> <b>Benchmarks</b>	<input type="checkbox"/> <b>ESL/Bil. Data Sources</b>	<input type="checkbox"/> <b>Discipline Data</b>	
<input type="checkbox"/> <b>Sp. Ed. Data Sources</b>	<input type="checkbox"/> <b>GT Data Sources</b>	<input type="checkbox"/> <b>Art/Music/PE Data Sources</b>	
<input type="checkbox"/> <b>SRI (Read 180 schools)</b>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>			
5.			
6.			
7.			
8.			
<b>Summary of the analysis of the data:</b>			
<b>1. On what TEKS are your students performing at the highest level? (80% and higher) What specific strategies/practices did you implement so students were able to achieve at this level?</b>			
<b>2. On what TEKS are your students performing below 80%? What specific strategies/practices do you believe contributed to this lower level? What changes will you make for next year?</b>			
<b>3. What professional development activities do you think contributed most to your students' success?</b>			
<b>4. What areas of your own professional learning do you want to target for improvement?</b>			

<b>Targeted Campus SMART Goal:</b>		
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:</b>		
<b>Data source(s) used to establish and evaluate SMART Goal:</b>		
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> Prom./Placed/Retained	<input type="checkbox"/> Attendance Rate
<input type="checkbox"/> Benchmarks	<input type="checkbox"/> ESL/Bil. Data Sources	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> Sp. Ed. Data Sources	<input type="checkbox"/> GT Data Sources	<input type="checkbox"/> Art/Music/PE Data Sources
<input type="checkbox"/> SRI (Read 180 schools)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>		
1.		
2.		
3.		
4.		
<b>Summary of the analysis of the data:</b>		
1. On what TEKS are your students performing at the highest level? (80% and higher) What specific strategies/practices did you implement so students were able to achieve at this level?		
2. On what TEKS are your students performing below 80%? What specific strategies/practices do you believe contributed to this lower level? What changes will you make for next year?		
3. What professional development activities do you think contributed most to your students' success?		
4. What areas of your own professional learning do you want to target for improvement?		

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Appraiser: \_\_\_\_\_ Date: \_\_\_\_\_

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**  
**Professional Development: A Plan for Student Learning**  
**SECONDARY GOAL-EVALUATION-Part III**  
**To be completed by the teacher prior to the Summative Conference**

<b>Teacher:</b>		<b>Team/Grade Level:</b>	
<b>ID#</b>	<b>Campus:</b>	<b>Year:</b> 2007--08	<input type="checkbox"/> <b>Plan I</b> <input type="checkbox"/> <b>Plan II</b>
<b>Targeted Campus SMART Goal:</b>			
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:</b>			
<b>Data source(s) used to establish and evaluate SMART Goal:</b>			
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> Discipline Data	
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> # in Extracurricular Activities	
<input type="checkbox"/> SFA &/or Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data	
<input type="checkbox"/> End-of-Course Exams	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/>	
<input type="checkbox"/> PSAT	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>	
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>	
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>			
9.			
10.			
11.			
12.			
<b>Summary of the analysis of the data:</b>			
1. On what TEKS are your students performing at the highest level? (80% and higher) What specific strategies/practices did you implement so students were able to achieve at this level?			
2. On what TEKS are your students performing below 80%? What specific strategies/practices do you believe contributed to this lower level? What changes will you make for next year?			
3. What professional development activities do you think contributed most to your students' success?			
4. What areas of your own professional learning do you want to target for improvement?			

<b>Targeted Campus SMART Goal:</b>		
<b>Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:</b>		
Data source(s) used to establish and evaluate SMART Goal:		
<input type="checkbox"/> TAKS '07	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> # in Extracurricular Activities
<input type="checkbox"/> SFA &/or Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data
<input type="checkbox"/> End-of-Course Exams	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/>
<input type="checkbox"/> PSAT	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>
<b>Specific targeted areas for student improvement (TEKS/TAKS objective, curriculum standard, etc.):</b>		
1.		
2.		
3.		
4.		
Summary of the analysis of the data:		
1. On what TEKS are your students performing at the highest level? (80% and higher) What specific strategies/practices did you implement so students were able to achieve at this level?		
2. On what TEKS are your students performing below 80%? What specific strategies/practices do you believe contributed to this lower level? What changes will you make for next year?		
3. What professional development activities do you think contributed most to your students' success?		
4. What areas of your own professional learning do you want to target for improvement?		

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Appraiser: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Appraiser: \_\_\_\_\_

Campus: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_

Period of Intervention:

From \_\_\_\_\_ To \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE**

---

1. Domain (s) in which the teacher is in need of assistance.

---

2. Professional-improvement activities and dates for completion.

---

3. Evidence that will be used to determine that professional-improvement activities have been completed.

---

4. Directives for changes in teacher behavior and time lines.

---

5. Evidence that will be used to determine if teacher behavior has changed.

---

Signature of Appraiser

---

Date

---

Signature of Principal

---

Date

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

---

Signature of Teacher

---

Date

Name: \_\_\_\_\_

Appraiser: \_\_\_\_\_

Campus: \_\_\_\_\_

Assignment/Grade: \_\_\_\_\_

Period of Intervention:

From \_\_\_\_\_ To \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE**

This plan has been successfully completed \_\_\_\_\_

This plan has not been successfully completed \_\_\_\_\_

This plan was not successfully completed for the following reasons:

Further action to be taken:

\_\_\_\_\_  
Signature of Appraiser

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Signature of Teacher

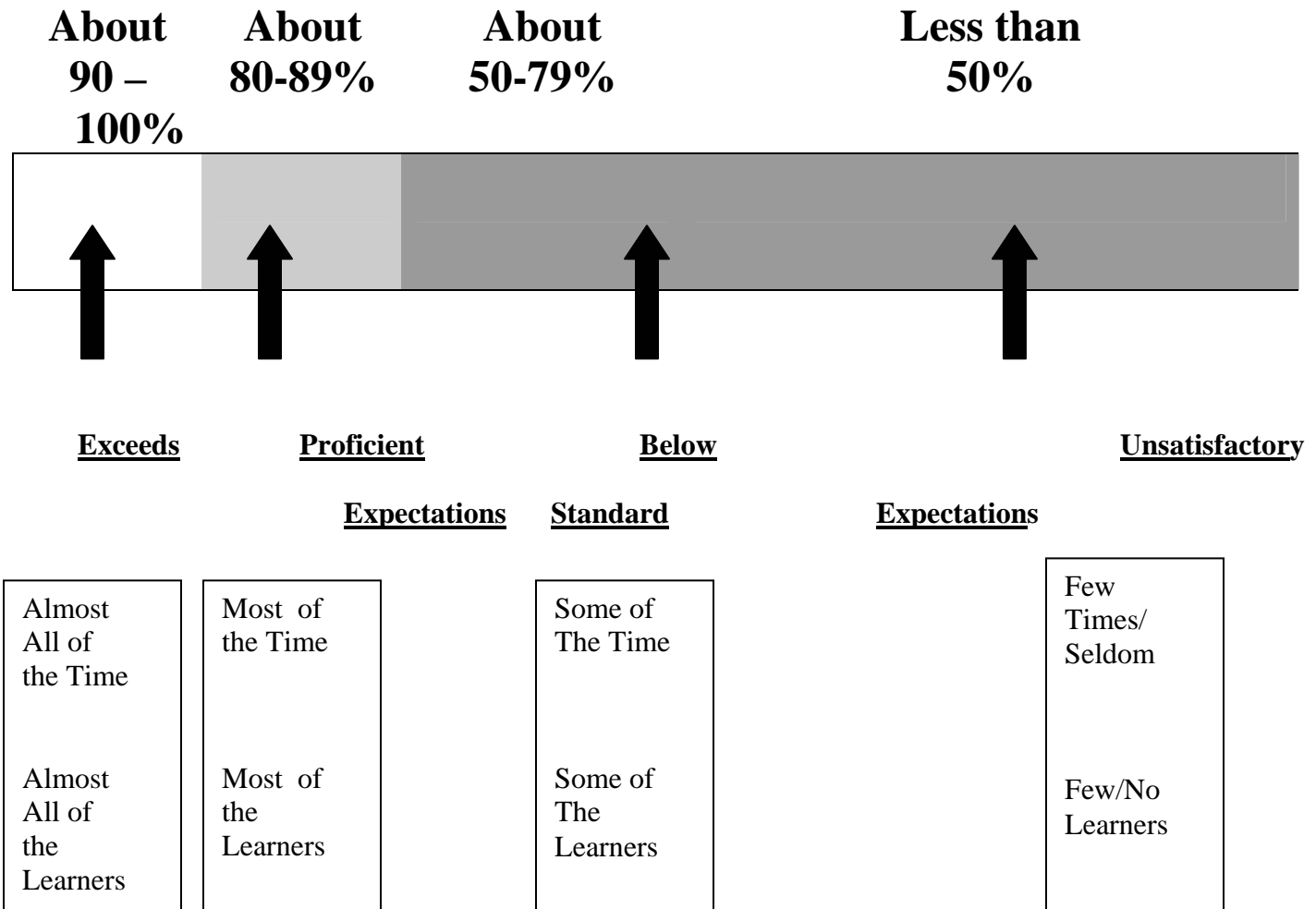
\_\_\_\_\_  
Date



*CFPDAS*

Appraisal Framework and  
Scoring Criteria

# Standard of Proficiency Scoring Guideline by Criteria



**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM**  
**Scoring Factors and Performance Level Standards**  
*2004 Revision*

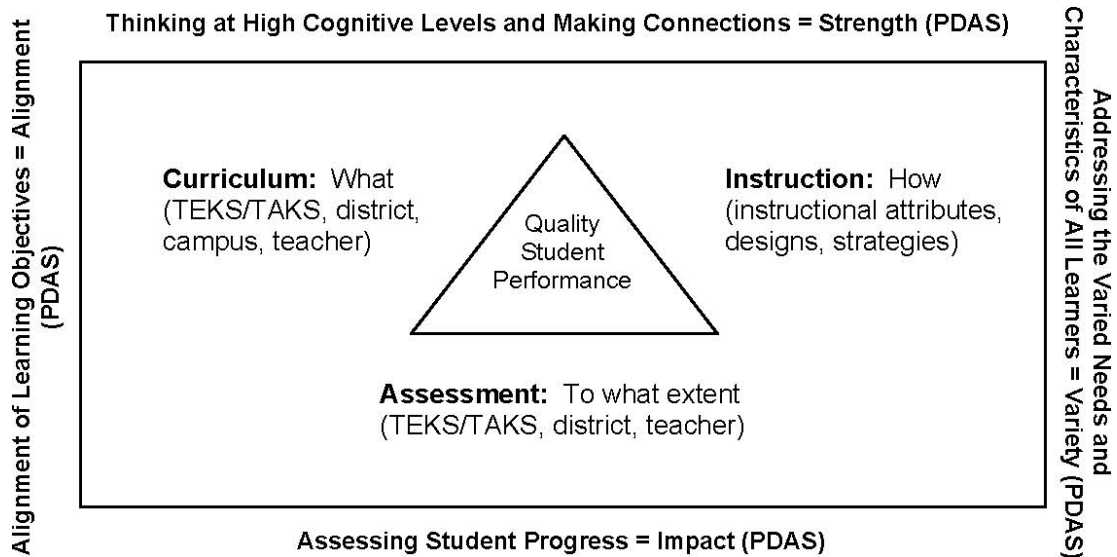
**A. CRITICAL ATTRIBUTES**

**B. Scoring Standards for QUALITY**

Exceeds Expectations (Great)    Below Expectations (Limited)    Proficient (Considerable)    Unsatisfactory (Little or None)

For criteria judged by APPROPRIATENESS (see Scoring Factors listed below)

<b>SCORING FACTORS</b>			
<b>Strength</b>	<b>Impact</b>	<b>Variety</b>	<b>Alignment</b>
<ul style="list-style-type: none"> <li>• thinking at high cognitive levels</li> <li>• depth and complexity</li> <li>• significant content knowledge</li> <li>• making connections within and across disciplines</li> <li>• connecting learning to work and life applications</li> </ul>	<ul style="list-style-type: none"> <li>• student success</li> <li>• effective formative and summative assessment</li> <li>• multiple forms of assessments • data-driven decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• varied needs and characteristics of learners</li> <li>• differentiated instruction</li> <li>• range of strategies and support services</li> </ul>	<ul style="list-style-type: none"> <li>• TEKS and district curriculum alignment</li> <li>• assessment data</li> <li>• targeted instruction • understanding of unified whole</li> </ul>



**C. Scoring Standards for QUANTITY**

For criteria judged by FREQUENCY/PERCENTAGE OF TIME/REPEATED EVIDENCE

<b>Exceeds Expectations</b> (All/Almost All) 90-100%	<b>Proficient</b> (Most) 80-89%	<b>Below Expectations</b> (Some) 50-79%	<b>Unsatisfactory</b> (Less than Half) 49% or less
<p><b>Consistently:</b></p> <ul style="list-style-type: none"> <li>• uniformly</li> <li>• seen from beginning to end</li> <li>• highly predictable</li> <li>• seamless routines</li> </ul>	<p><b>Generally:</b></p> <ul style="list-style-type: none"> <li>• common practice</li> <li>• predictable</li> <li>• typical</li> <li>• prevalent</li> <li>• as a rule</li> </ul>	<p><b>Occasionally:</b></p> <ul style="list-style-type: none"> <li>• sporadic</li> <li>• random</li> <li>• moderately</li> <li>• more often than not</li> <li>• irregular</li> <li>• seldom</li> </ul>	<p><b>Rarely:</b></p> <ul style="list-style-type: none"> <li>• infrequent</li> <li>• nonexistent</li> <li>• not attempted</li> <li>• minimal</li> <li>• hardly ever</li> </ul>

**CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
APPRAISAL FRAMEWORK**

**Domain I: Active, Successful Student Participation in the Learning Process**

*Evaluation Dimensions:*

- a. Quantity and quality of active student participation in the learning process is evident.
- b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.

<b>EVALUATION CRITERIA</b>			
<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<p><b>ALMOST ALL OF THE</b></p> <ol style="list-style-type: none"> <li>1. Students are actively engaged in learning.</li> <li>2. Students are successful in learning.</li> <li>3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).</li> <li>4. Students are self-directed/self-initiated as appropriate to the lesson objectives.</li> <li>5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.</li> </ol>	<p><b>MOST OF THE</b></p> <ol style="list-style-type: none"> <li>1. Students are actively engaged in learning.</li> <li>2. Students are successful in learning.</li> <li>3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).</li> <li>4. Students are self-directed/self-initiated as appropriate to the lesson objectives.</li> <li>5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.</li> </ol>	<p><b>SOME OF THE</b></p> <ol style="list-style-type: none"> <li>1. Students are actively engaged in learning.</li> <li>2. Students are successful in learning.</li> <li>3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).</li> <li>4. Students are self-directed/self-initiated as appropriate to the lesson objectives.</li> <li>5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.</li> </ol>	<p><b>LESS THAN HALF OF THE</b></p> <ol style="list-style-type: none"> <li>1. Students are actively engaged in learning.</li> <li>2. Students are successful in learning.</li> <li>3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).</li> <li>4. Students are self-directed/self-initiated as appropriate to the lesson objectives.</li> <li>5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.</li> </ol>

**Domain II: Learner-Centered Instruction**

*Evaluation Dimensions:*

- a. The instructional content is based on appropriate goals and objectives.
- b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines.
- c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines.
- d. The instructional strategies promote application of learning through critical thinking and problem solving.
- e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.

**EVALUATION CRITERIA**

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>
<ol style="list-style-type: none"> <li>1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.</li> <li>2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).</li> <li>3. Instructional strategies promote critical thinking and problem solving.</li> <li>4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.</li> <li>5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.</li> <li>6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.</li> <li>7. The teacher emphasizes the value and importance of the activity/content.</li> <li>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</li> <li>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.</li> <li>2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).</li> <li>3. Instructional strategies promote critical thinking and problem solving.</li> <li>4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.</li> <li>5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.</li> <li>6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.</li> <li>7. The teacher emphasizes the value and importance of the activity/content.</li> <li>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</li> <li>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.</li> <li>2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).</li> <li>3. Instructional strategies promote critical thinking and problem solving.</li> <li>4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.</li> <li>5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.</li> <li>6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.</li> <li>7. The teacher emphasizes the value and importance of the activity/content.</li> <li>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</li> <li>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.</li> <li>2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).</li> <li>3. Instructional strategies promote critical thinking and problem solving.</li> <li>4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.</li> <li>5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.</li> <li>6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.</li> <li>7. The teacher emphasizes the value and importance of the activity/content.</li> <li>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</li> <li>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</li> </ol>

<b>Domain III: Evaluation and Feedback on Student Progress</b>			
<i>Evaluation Dimensions:</i>			
a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies.			
b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.			
<b>EVALUATION CRITERIA</b>			
<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>
1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.
2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.
3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.
4. Student learning is reinforced.	4. Student learning is reinforced.	4. Student learning is reinforced.	4. Student learning is reinforced.
5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.
6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.

**Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials**

*Evaluation Dimensions:*

- a. The teacher effectively implements the discipline-management procedures approved by the district.
- b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.
- c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students.
- d. The teacher effectively and efficiently manages time and materials.

**EVALUATION CRITERIA**

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>
<ol style="list-style-type: none"> <li>1. The teacher effectively implements the discipline-management procedures approved by the campus. The teacher participates in the development of discipline management procedures and offers suggestions for improvement.</li> <li>2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.</li> <li>3. The teacher interacts with students in an equitable manner, including the fair application of rules.</li> <li>4. The teacher specifies expectations for desired behavior.</li> <li>5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.</li> <li>6. The teacher reinforces desired behavior when appropriate.</li> <li>7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</li> <li>8. The teacher effectively and efficiently manages time and materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.</li> <li>2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.</li> <li>3. The teacher interacts with students in an equitable manner, including the fair application of rules.</li> <li>4. The teacher specifies expectations for desired behavior.</li> <li>5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.</li> <li>6. The teacher reinforces desired behavior when appropriate.</li> <li>7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</li> <li>8. The teacher effectively and efficiently manages time and materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher effectively implements the discipline-management procedures approved by the campus. In instances of lack of effective implementation, the needs of the students or the effective operation of the campus may be compromised.</li> <li>2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.</li> <li>3. The teacher interacts with students in an equitable manner, including the fair application of rules.</li> <li>4. The teacher specifies expectations for desired behavior.</li> <li>5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.</li> <li>6. The teacher reinforces desired behavior when appropriate.</li> <li>7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</li> <li>8. The teacher effectively and efficiently manages time and materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher effectively implements the discipline-management procedures approved by the campus. In instances of lack of effective implementation, the needs of the students or the effective operation of the campus are seriously compromised.</li> <li>2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.</li> <li>3. The teacher interacts with students in an equitable manner, including the fair application of rules.</li> <li>4. The teacher specifies expectations for desired behavior.</li> <li>5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.</li> <li>6. The teacher reinforces desired behavior when appropriate.</li> <li>7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.</li> <li>8. The teacher effectively and efficiently manages time and materials.</li> </ol>

Note #1: The "Proficient" standard in this domain is HIGHER due to needs for consistency and safety. "Exceeds Expectations" requires participation in the development of discipline and other management procedures.

Note #2: The criteria in Domain IV relate to the MANAGEMENT of student discipline, instructional strategies, time and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

**Domain V: Professional Communication**

*Evaluation Dimensions:*

- a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.
- b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals.
- c. The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.

**EVALUATION CRITERIA  
V (A)**

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>
<ul style="list-style-type: none"> <li>1. The teacher uses appropriate and accurate written communication with students</li> <li>2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.</li> <li>3. The teacher encourages and supports students who are reluctant or having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher uses appropriate and accurate written communication with students.</li> <li>2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.</li> <li>3. The teacher encourages and supports students who are reluctant or having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher uses appropriate and accurate written communication with students.</li> <li>2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.</li> <li>3. The teacher encourages and supports students who are reluctant or having difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher uses appropriate and accurate written communication with students.</li> <li>2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.</li> <li>3. The teacher encourages and supports students who are reluctant or having difficulty.</li> </ul>

**EVALUATION CRITERIA  
V (B)**

<ul style="list-style-type: none"> <li>4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.</li> <li>5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.</li> <li>6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.</li> <li>5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.</li> <li>6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.</li> <li>5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.</li> <li>6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.</li> <li>5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.</li> <li>6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.</li> </ul>
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**Domain VI: Professional Development**

*Evaluation Dimensions:*

- a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district.
- b. The teacher correlates professional development activities with assigned subject content and the varied needs of students.
- c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.
- d. The teacher correlates professional development activities with the prior performance appraisal.

**EVALUATION CRITERIA**

<i>Exceeds Expectations**</i>	<i>Proficient*</i>	<i>Below Expectations*</i>	<i>Unsatisfactory*</i>
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>
<ul style="list-style-type: none"> <li>1. The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district.</li> <li>2. The teacher successfully seeks out and correlates professional development activities with assigned subject content and the varied needs of students.</li> <li>3. The teacher successfully seeks out and engages in professional development activities that positively correlate with the prior performance appraisal.</li> <li>4. The teacher actively seeks out and works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.</li> <li>2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.</li> <li>3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.</li> <li>4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.</li> <li>2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.</li> <li>3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.</li> <li>4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.</li> <li>2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.</li> <li>3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.</li> <li>4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.</li> </ul>

\*The "Proficient," "Below Expectations," and "Unsatisfactory" standards should be based upon successful engagement in and implementation of professional development activities "on-contract" (district and campus professional development).

\*\*The "Exceeds Expectations" standard should be based upon successfully meeting the "Proficient" standard based upon "on-contract" activities and meeting the 25-hours per year/75-hours every three years expectation based upon "off-contract" activities.

**Domain VII: Compliance With Policies, Operating Procedures and Requirements**

*Evaluation Dimensions:*

- a. The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.
- b. The teacher respects the rights of students, parents, colleagues, and the community.

**EVALUATION CRITERIA**

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<ol style="list-style-type: none"> <li>1. The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement.</li> <li>2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement.</li> <li>3. Apart from classroom responsibilities, the teacher consistently contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/ district.</li> <li>2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.</li> <li>3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher occasionally does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.</li> <li>2. The teacher occasionally does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.</li> <li>3. Apart from classroom responsibilities, the teacher seldom contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher frequently does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.</li> <li>2. The teacher frequently does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.</li> <li>3. Apart from classroom responsibilities, the teacher rarely contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</li> </ol>

Note #1: The "Proficient" standard in this domain is HIGHER due to needs for consistency and safety. "Exceeds Expectations" requires participation in the development of discipline and other management procedures.

**Domain VIII: Improvement of Academic Performance of All Students On The Campus (Based on Indicators included in the AEIS)**

*Evaluation Dimensions:*

- a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/TAKS objectives.
- b. The teacher aligns the planning and delivery of instruction to all appropriate TEKS/TAKS objectives.
- c. The teacher collaborates with other faculty and administration to improve TAAS/TAKS-related performance of all students on the campus.
- d. The teacher identifies students who are at risk and develops appropriate strategies to assist these students.
- e. The teacher monitors the attendance of all students and intervenes to promote regular attendance.

**EVALUATION CRITERIA**

**(A) Efforts to Enhance Academic Performance\***

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>
<ol style="list-style-type: none"> <li>1. The teacher works with colleagues to align instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes.</li> <li>2. The teacher works with colleagues to analyze TAAS/TAKS performance data relevant to all students in assigned classes prior to beginning instruction.</li> <li>3. The teacher coordinates with others within and outside the teacher's discipline to determine the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.</li> <li>4. The teacher collaborates with others within and outside the teacher's discipline to select/adapt instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.</li> <li>5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes.</li> <li>2. The teacher analyzes TAAS/TAKS performance data relevant to all students in assigned classes prior to beginning instruction.</li> <li>3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.</li> <li>4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.</li> <li>5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes.</li> <li>2. The teacher analyzes TAAS/TAKS performance data relevant to all students in assigned classes prior to beginning instruction.</li> <li>3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.</li> <li>4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.</li> <li>5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes.</li> <li>2. The teacher analyzes TAAS/TAKS performance data relevant to all students in assigned classes prior to beginning instruction.</li> <li>3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.</li> <li>4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.</li> <li>5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.</li> </ol>

\*For Section A only, with approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. The substitutions should be reflected in teacher responses on the Teacher Self-Report Form.

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>												
<b>ALMOST ALL OF THE TIME</b>	<b>MOST OF THE TIME</b>	<b>SOME OF THE TIME</b>	<b>LESS THAN HALF OF THE TIME</b>												
<b>(B) Efforts to Enhance Student Attendance*</b>															
6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials regarding an intervention plan for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.												
<b>(C) Efforts to Identify and Assist Students in At-Risk Situations</b>															
7. The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.												
8. The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.												
9. The teacher participates in and/or contributes to campus-wide programs to modify and adapt classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.												
<b>(D) Campus Performance Rating</b>															
10. The campus performance rating consists of three factors including: (a) student performance on the Texas Assessment of Academic Skills (TAAS/TAKS), (b) student attendance, and (c) drop-out rates. All teachers make contributions toward this overall performance rating of the school, and therefore this is included among the criteria for improved academic excellence. The following scale is used to score the campus performance rating:															
<table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">Exemplary</td> <td style="padding-left: 10px;">=</td> <td style="padding-left: 10px;">5</td> </tr> <tr> <td style="padding-left: 20px;">Recognized</td> <td style="padding-left: 10px;">=</td> <td style="padding-left: 10px;">4</td> </tr> <tr> <td style="padding-left: 20px;">Acceptable</td> <td style="padding-left: 10px;">=</td> <td style="padding-left: 10px;">3</td> </tr> <tr> <td style="padding-left: 20px;">Low Performing</td> <td style="padding-left: 10px;">=</td> <td style="padding-left: 10px;">0</td> </tr> </table>				Exemplary	=	5	Recognized	=	4	Acceptable	=	3	Low Performing	=	0
Exemplary	=	5													
Recognized	=	4													
Acceptable	=	3													
Low Performing	=	0													

\*The criteria are related to the teacher's efforts to encourage attendance. The criteria do not speak to the attendance level in particular class.

# Compensation Plan for Teachers

## **COMPENSATION PLAN FOR PROFESSIONAL DEVELOPMENT EXPERIENCE**

### **Rationale**

At the core of a plan to offer compensation for professional development lies the assumption that there is a strong and direct relationship between staff development and improvements in student learning. That link is strengthened by current research cited in the professional literature.

Like the research models, Cypress-Fairbanks perceives professional development as essential for achieving the goals of the district and the campuses; so, ten days of professional development are included in the academic calendar. These, however, do not provide adequate time for the in-depth learning of subjects taught and TEKS implementation, for developing a repertoire of instructional skills to teach that content, for gaining insight into a diverse student population, and for communicating the essential knowledge and skills vital to the district's culture.

One option for meeting the need for additional time for training is to have teachers leave their classrooms in the care of substitute teachers. The results of this practice include both the students' loss of instructional time with the regular teacher as well as the district's expense of paying for substitute teachers. This further results in a higher demand for and subsequent shortage of substitute teachers.

A remaining option is to offer the activities during personal time – after school, on Saturdays, and in the summer. The Compensation Plan provides payment to teachers and paraprofessional for participation in off-contract activities that contribute to improved student learning.

### **Expectations/Eligibility**

The belief that continuous professional development is vital to teacher and student growth undergirds this plan. Beginning in 2002-03, district expectation is that teachers should earn twenty-five (25) clock hours of professional development annually OR seventy-five (75) clock hours of professional development during the three most recent years.

If a teacher has 25 hours for the current year, it is not necessary to look back to any previous years--this meets the 25/75 hours expectation and is eligible for consideration for "Exceeds Expectations" in Domain VI of CFPDAS. In the event that the teacher does not have 25 hours in the current year, the professional development records of the previous two years need to be reviewed to determine if there is a minimum of 75 hours during these three years. If there are 75 hours, this meets the 25/75 hours expectation and is eligible for consideration for "Exceeds Expectations" in Domain VI of CFPDAS.

Teachers on Appraisal Plans I or II are eligible to participate in the compensation plan. Progress toward the 25 hours annually or 75 hours over the three-year period will be reviewed at the summative conference, and, if the expectation is not met, the teacher and supervisor will discuss any apparent concerns and possible extenuating circumstances. Evidence of implementation and

the link that exists between the activities and district/campus goals will also be discussed.

For appraisal purposes, the "Proficient" standard of Domain VI of CFPDAS should be based upon successful engagement in and implementation of professional development activities "on-contract" (district and campus professional development). The "Exceeds Expectations" standard should be based upon successfully seeking out, engaging in, and implementing professional development activities "off-contract."

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

### **Professional Development Experiences Approved for Compensation**

The courses listed in the district's staff development on-line catalog indicate if an activity is eligible for compensation. Other courses not provided in the district professional development program must receive prior approval from the appropriate content-area coordinator in order to be eligible for compensation.

### **Personal Accountability**

The teacher may earn up to a maximum of forty-five (45) clock hours or six (6) college hours of professional development for compensation.

These hours must be:

- (a) Taken from the approved list or have prior approval of the appropriate content-area coordinator;
- (b) Earned annually;
- (c) Earned off contract time;
- (d) Earned separate and apart from Time Equivalency hours;
- (e) Verified by transcript, grade report form, or certificate.

The teacher may not claim for compensation any hours for which the District or other entity has paid compensation, such as stipends or extra-duty pay. Reimbursement for expenses is not considered compensation. Application for compensation must be completed in its entirety by the individual seeking payment and other staff members cited on the application form.

Included in the process at the campus level are the following:

- (a) Evidence of implementation of the professional development activities into the classroom/workplace (lesson plans, snapshots, observations, work in leadership roles, etc.)
- (b) Dialog between the teacher and the principal/designee about the implementation and data supporting the effects on students (samples of student work, grade distribution reports, retention rates, improved student attendance rates, TAKS data, etc.)

**Payment for Teachers**

Each clock hour activity - up to a maximum of forty-five (45) hours - will earn \$10.00 per hour. Each college hour - up to a maximum of six (6) hours - will earn \$75.00 per hour. A combination of clock and college hours will be awarded up to a maximum of \$450.00. Compensation payments will be made on July 31 for hours earned from May 1 to April 3 of the previous school year. Compensation under this plan requires that the teacher be employed with the District the last student day of the current school calendar. The completed application must be approved for payment by the appraiser/principal and filed no later than June 15 in the Staff Development office.

**Payment For Instructors**

Teacher instructors may either be compensated at \$25.00 per clock hour of instruction or be credited with professional development for attendance. An instructor may not receive both instructor pay and attendance credit.

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

**Expected Benefits**

The expected benefits from the compensation plan are the following:

- (a) Dissemination of the essential knowledge and skills valued in the CFISD culture
- (b) Increased participation in off-contract staff development activities
- (c) Decreased use of substitute teachers and increased savings
- (d) Regained instructional time
- (e) Higher level of transfer of new learning into the classroom/workplace
- (f) Increased student learning
- (g) Leadership development
- (h) Recruitment and retention of staff



## **Time Equivalency**

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

An employee who has not accrued the required professional development credit prior to the Time Equivalency day must report to work as directed by the principal or follow the procedures for non-discretionary leave.

Failure to adhere to these procedures will result in a reduction in the employee’s salary equal to that employee’s daily rate of pay.

A principal may not approve the use of discretionary leave on a staff development day except in the event of extenuating circumstances.

**Appraisal Process for  
Paraprofessionals and  
Non-teaching  
Professionals**

## **PARAPROFESSIONAL AND NON-TEACHING PROFESSIONALS**

### **Appraisal of Paraprofessionals and Non-teaching Professionals**

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

An orientation to the appraisal process should be provided by the end of October for all employees, including the criteria upon which the annual evaluation will be based. The evaluation document and the *Professional Development Record* should be reviewed with the employee at the summative conference to be held by the end of May.

### **Paraprofessional or Non-Teaching Professional Response and Appeals**

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

- (a) after receiving any written documentation associated with the employee's evaluation and/or
- (b) after receiving any other written documentation associated with poor job performance.

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

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

### **Paraprofessional or Non-Teaching Professional in Need of Assistance**

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

- (a) a paraprofessional or non-teaching professional who is evaluated with a summative score below 3.0;
- (b) a paraprofessional or non-teaching professional who is unsuccessful in meeting the essential functions of the position in one or more areas.

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

- (a) domain(s) that designate an employee as a paraprofessional or non-teaching professional in need of assistance.
- (b) directives or recommendations for improvement activities;
- (c) evidence that is used to determine successful completion of improvement activities;
- (d) directives for changes in behavior;
- (e) evidence that is used to determine if paraprofessional or non-teaching professional’s behavior has changed; and specific time lines for successful completion.

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

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

A paraprofessional or non-teaching professional currently on an employee in need of assistance plan or growth/deficiency plan, and/or administrative directives is **not eligible** to request a transfer.

<p style="text-align: center;"><b>TIMELINE FOR</b></p> <p style="text-align: center;"><b>NON-TEACHING PROFESSIONALS AND PARAPROFESSIONALS</b></p>
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**August – October**

**Orientation**

- Process cited here, including completion of Domain I indicators (if appropriate)
- Designation of Appraiser/Supervisor

**Collaborative Discussion of the *Professional Development Plan***

- Individual (example: one on one) or Group (example: presentation of CIP)
- Written or oral (left to the discretion of the parties involved)

**May 1-April 30**

**Participation in Professional Development**

**Ongoing Dialog Focusing on a *Professional Development Plan***

**May (deadline)**

**Conference**

- Completion of annual evaluation
- Completion and review of Professional Development Record for Paraprofessionals or Professional Development Record for Non-teaching Professionals

**June 15**

**All evaluations and Professional Development Records for Paraprofessionals Submitted to the Professional Development Office**

**CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT**  
Continuous Professional Development for Non-teaching Professionals and Paraprofessionals  
Plan of Action

Name: \_\_\_\_\_ Emp. ID#: \_\_\_\_\_ Year: \_\_\_\_\_

Assignment: \_\_\_\_\_ Building: \_\_\_\_\_

**DISTRICT GOAL**

The district improvement goal I wish to focus on is:

**PERSONAL GOAL**

The personal goal I have is:

**ACTIVITIES**

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

Name: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Campus: \_\_\_\_\_ Assignment: \_\_\_\_\_

Period of Intervention: From \_\_\_\_\_ To \_\_\_\_\_

## PARAPROFESSIONAL INTERVENTION PLAN

### INTERVENTION PLAN FOR \_\_\_\_\_ IN NEED OF ASSISTANCE (ex.: paraprofessional)

1. Domain (s) in which \_\_\_\_\_ is in need of assistance.  
(ex.: paraprofessional)
2. Professional-improvement activities and dates for completion.
3. Evidence that will be used to determine that professional-improvement activities have been completed.
4. Directives for changes in \_\_\_\_\_ behavior and time lines.  
(ex.: paraprofessional)
5. Evidence that will be used to determine if \_\_\_\_\_ behavior has changed.  
(ex.: paraprofessional)

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Campus: \_\_\_\_\_

Assignment: \_\_\_\_\_

Period of Intervention:

From \_\_\_\_\_ To \_\_\_\_\_

## PARAPROFESSIONAL INTERVENTION PLAN

**INTERVENTION PLAN FOR \_\_\_\_\_ IN NEED OF ASSISTANCE**

This plan has been successfully completed \_\_\_\_\_

This plan has not been successfully completed \_\_\_\_\_

This plan was not successfully completed for the following reasons:

Further action to be taken:

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Compensation Plan for Paraprofessionals

## Compensation for Paraprofessionals

### Expectations/Eligibility

Paraprofessionals may choose to take part in the compensation plan in accordance with the guidelines established by the Ancillary Department. Those guidelines include:

- that all courses must be job-related (computer classes are considered job-related to all positions) and approved by the district;
- the paraprofessional must complete all course requirements;
- all hours must be earned off-contract or after normal work hours; and,
- that all non-district classes have prior approval of the appropriate supervisor.

The paraprofessional may also be compensated under the Paraprofessional Teacher Certification program under the following conditions:

- the paraprofessional has a degree plan on file in the Ancillary Human Resources Department which leads to a degree in education or teacher certification; and,
- the paraprofessional is earning college credit toward a degree in education or teacher certification and can verify the work with either a transcript or grade report form.

### Payment for Paraprofessionals

Each clock hour activity in the professional development program, taken off-contract up to a maximum of thirty (30) hours, will earn \$7.00 per hour.

Each college hour in the Paraprofessional Teacher Certification program, up to a maximum of six (6) hours, will earn \$75.00 per hour. College hours in excess of 6 may not be converted to professional development hours.

A combination of clock and college hours will be awarded up to a maximum of \$660.00. Compensation payments will be made on July 31 for hours earned from May 1 to April 30 of the previous school year. Compensation under this plan requires that the paraprofessional be employed with the District the last student day of the current school calendar. The completed application must be approved for payment by the appraiser/principal/supervisor and filed no later than June 15 in the Staff Development office.

### Time Equivalency

A campus may choose to designate a campus professional development day as a “Time Equivalency Day.” The principal is responsible for setting the parameters for acceptable activities which may be used. The seven hours required for credit toward the TE day must be earned off-contract and prior to the scheduled TE day. An employee who has not accrued the required professional development credit prior to the Time Equivalency day must report to work as directed by the principal or follow the procedures for non-discretionary leave.

Failure to adhere to these procedures will result in a reduction in the employee's salary equal to that employee's daily rate of pay.

A principal may not approve the use of discretionary leave on a staff development day except in the event of extenuating circumstances.

**Verification of  
CFPDAS Orientation  
for  
Teachers/  
Paraprofessionals**

## VERIFICATION OF *CFPDAS* ORIENTATION

Name: \_\_\_\_\_ Employee #: \_\_\_\_\_

Campus: \_\_\_\_\_ Date of Orientation: \_\_\_\_\_

Please verify that each of the following statement is correct by placing a check in the box to the right.

Statement	√
<b>I hereby acknowledge that it is my responsibility to access the CFPDAS handbook online if I have not received a personal printed copy. My signature below indicates that I agree to read the handbook and abide by the standards, policies and procedures defined or referenced in this document.</b>	
<b>I have been informed about the appraisal process in CFISD.</b>	
<b>I have been informed about the compensation process in CFISD.</b>	
<b>I have been informed about the various documents associated with appraisal, professional development, and compensation for professional development activities.</b>	
<b>I understand the expectations and requirements for Plan I and Plan II.</b>	
<b>I have had an opportunity to ask questions.</b>	

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