



CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT



Professional Development:

A Plan for Student Learning for Teacher, Paraeducator, and Non-Teaching Professional Appraisal

CONTINUOUS PROFESSIONAL DEVELOPMENT PROCESS

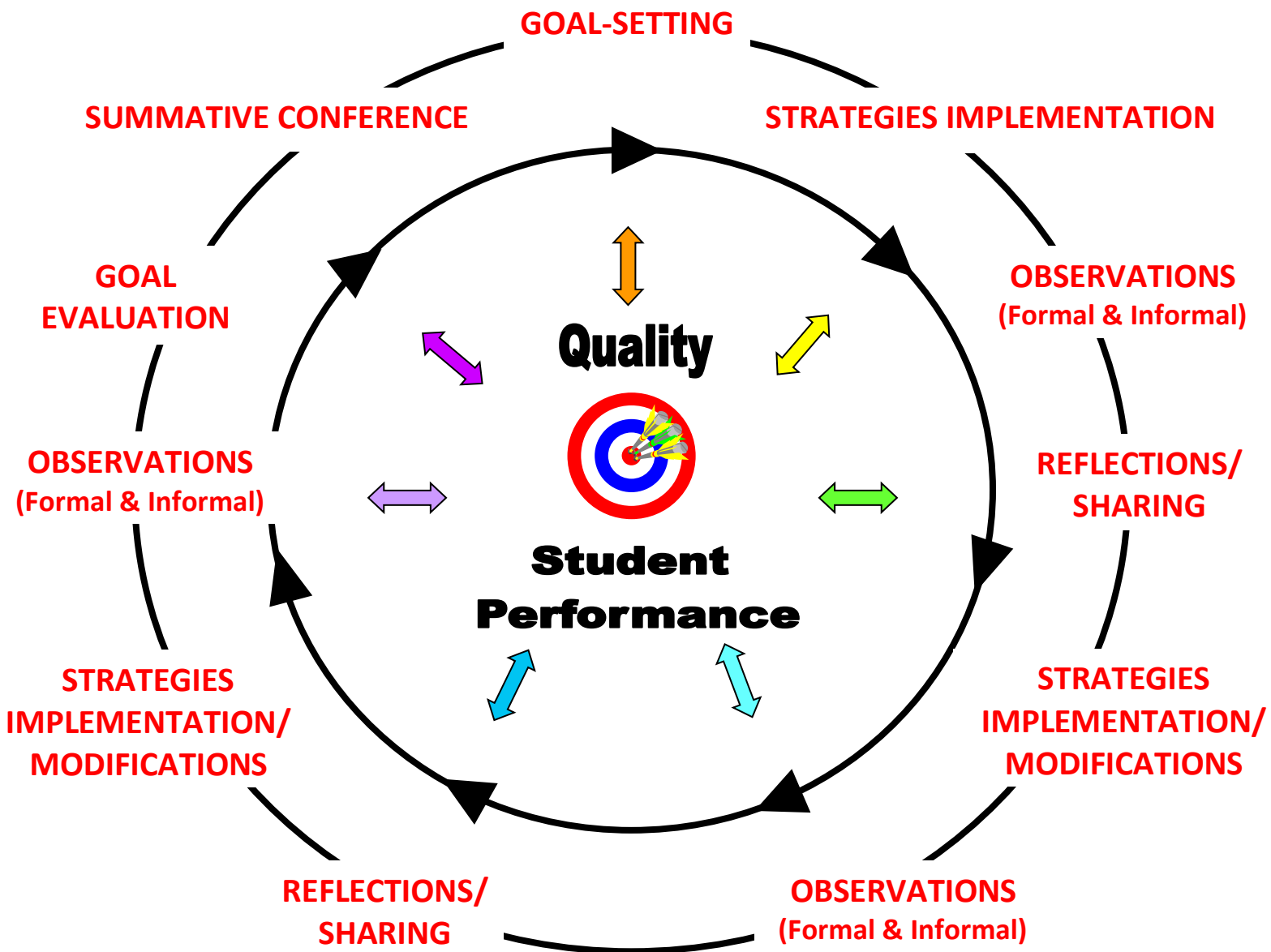


TABLE OF CONTENTS

<i>Section</i>	<i>Page</i>
<u>Appraisal Process for Teachers</u>	1
<u>CFPDAS Appraisal Framework and Scoring Criteria</u>	24
<u>Professional Development Expectations for Teachers</u>	36
<u>Appraisal Process for Paraeducators and Non-teaching Professionals</u>	40
<u>Professional Development for Paraeducators</u>	47
<u>Verification of Annual Review of CFPDAS/Appraisal Process</u>	49
<u>Appendices</u>	51

Appraisal Process for Teachers

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

PHILOSOPHY

Because Cypress-Fairbanks Independent School District expects the continued development of both professional and paraeducator 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. teacher's implementation of discipline management procedures; and
 - 2. performance of the teacher's 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 (includes the *Summative Annual Appraisal and Appraisal Record Summary*), 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.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

TEACHER ORIENTATION & ANNUAL REVIEW

Each campus shall ensure that all teachers new to CFISD are provided with an orientation of the *Cypress-Fairbanks Professional Development and Appraisal System (CFPDAS)*. The orientation shall be provided no later than the final day of the first three weeks of school and at least three weeks before the first observation. The orientation shall include materials approved by the 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*. A signed verification of orientation to *CFPDAS* shall be kept on file at the campus for a period of five (5) years for each teacher new to CFISD.

In addition, at least three weeks prior to the first observation, all (new and existing) teachers to be appraised shall be provided an annual review of District policy regarding teacher appraisal and 19 Administrative Code, Chapter 150, Subchapter AA (Teacher Appraisal). See Appendices for DNA Legal Framework and DNA Local Policy. A signed verification of the annual review of *CFPDAS* shall be kept on file at the campus for a period of five (5) years for each teacher.

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.

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.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

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. Observations should not be conducted on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district board of trustees.

FORMAL OBSERVATIONS

The formal observation process provides a structure through which the appraiser and teacher can discuss the specific needs of students in the 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.

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. The campus principal has the discretion of moving a teacher from Plan II to Plan I when performance concerns are demonstrated by the teacher.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

FORMAL OBSERVATIONS (CONTINUED)

Teachers new to CFISD will be on Plan I during their first three years in the district. The teacher may be considered for Plan II upon earning a "Proficient" or "Exceeds Expectations" performance rating for all domains on the *CFPDAS* for three consecutive years. An appraisal score from a previous district may be considered to meet the requirement for the third year. The teacher should provide the most recent summative 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 Human Resources Department 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. If the interruption in service is between five (5) and ten (10) 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.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

GOAL EVALUATION

Another formal opportunity for the teacher to reflect on the goals for student success should occur prior to the summative conference. Completion of 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 *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 (includes *Summative Annual Appraisal* and *Appraisal Record Summary*) must be provided to the teacher no later than five (5) working days before the summative conference and no later than 15 working days before the last day of instruction for students (**May 14, 2014**). The written summative annual appraisal report and the *Professional Development: A Plan for Student Learning – Summary Conference Data – Part IV* shall be discussed at the summative conference and 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).

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

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".

A teacher on Plan II who is designated as a teacher in need of assistance in domain(s) I, II, III, IV or V(a) must have been moved to Plan I prior to beginning an assistance plan.

An employee currently on a teacher in need of assistance plan and/or administrative directives is **not eligible** to request a transfer. No employee with less than a satisfactory performance evaluation shall receive a pay increase. In the District's appraisal system, a less than satisfactory performance shall be an evaluation with two or more domains scored unsatisfactory or unsatisfactory in the same domain for two consecutive years.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

TEACHER RESPONSE AND APPEALS

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

- (a) after receiving a written formal 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 formal 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 formal observation summary or a written summative annual appraisal report.
- (b) The teacher's appraisal supervisor in conjunction with Human Resources 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. 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.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

TEACHER RESPONSE AND APPEALS (CONTINUED)

- (c) 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). If the teacher requesting the second appraiser is a Plan II teacher, a formal observation will be completed and domains I, II, III, IV, V (a) will be scored accordingly. In this scenario the scored formal observation will be used as cumulative data. The second appraiser shall use the goal-setting and cumulative data from the first appraisal to evaluate Domains V (b) through VIII for both Plan I and Plan II teachers. Cumulative data may also be used by the second appraiser to evaluate other domains.
- (d) The second appraiser's score will be averaged with the appraisal supervisor's and will constitute the teacher's score for the appraisal period. A teacher on Plan II, will only have scores averaged in domains V(b), VI, VII and VIII.

Both appraisers should follow the subsequent 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 record summary. This is done automatically in the CFPDAS system after the first and second appraisers summative scores have been entered in the system. A copy of the final calculations should be shared with the teacher by the primary appraiser in a summative conference and signed by both; the second appraiser may also be present at the summative conference at the request of either appraiser or the teacher. The Appraisal Record Summary shall be completed and signed by the primary appraiser and teacher during the 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*.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

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.

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.

PROFESSIONAL GROWTH SUPPLEMENTS

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

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

CFPDAS TIMELINE – TEACHERS ON PLAN I

Week 1 – Week 3	Orientation and Annual Review <ul style="list-style-type: none">- Explanation of appraisal process and classroom observation document- Designation of appraisal supervisor- Completion of the online CFPDAS Orientation course for Teachers New to CFISD<ul style="list-style-type: none">• (2-hrs. on-line; 1-hr. face-to-face)- Completion of face-to-face CFPDAS Annual Review for NEW & RETURNING teachers- Signed verification of CFPDAS Orientation/Annual Review
Week 3 – Week 6	Completion of Professional Development: A Plan for Student Learning - Goal-setting - Part I Observations (Informal)
Week 7 – Week 12	Conferences – Goal-setting/Pre-observation <ul style="list-style-type: none">- Should precede formal observations- Should focus on <i>Professional Development: A Plan for Student Learning - Goal-setting - Part I</i>- Submission of Goal Setting – Part I form to appraisal supervisor and completion of online Goal Setting course (2 hours)
Week 7 – Week 33	Observations <ul style="list-style-type: none">- Formal<ul style="list-style-type: none">• Announced or Scheduled• 45 minute (mutual consent allows for shorter segments totaling 45 minutes)• Observation report on Domain I-V(a) to teacher within 10 days unless there are extenuating circumstances• Post-observation conference – at request of the teacher or appraiser- Walk-throughs<ul style="list-style-type: none">• Minimum of 2 with written feedback- Snapshots/other cumulative data<ul style="list-style-type: none">• If used for appraisal considerations, must be shared in writing with the teacher within 10 days of the appraiser's knowledge of the occurrence <p>Completion of Professional Development: A Plan for Student Learning - Reflecting/Sharing - Part II</p> <ul style="list-style-type: none">• Beginning of second semester <p>Completion of Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</p> <p>Summative/Goal Evaluation Conference (May 14, 2014)</p> <ul style="list-style-type: none">- Collaborative review of Completion of <i>Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</i>- Completion of <i>Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV</i>- Verification of the PD Record for Teachers (PD year begins May 1, 2013 and ends April 30, 2014)- Discussion of any changes on formative classroom observation document - Domains I-V(a)- Completion of appraisal scores in all domains - Domain I-VIII- A written summative annual appraisal report (includes <i>Summative Annual Appraisal and Appraisal Record Summary</i>) must be shared with teacher no later than five (5) working days before the summative conference and 15 working days before the last day of instruction- The written summative annual appraisal report and the <i>Professional Development: A Plan for Student Learning – Summary Conference Data – Part IV</i> shall be discussed at the summative conference and placed in the teacher's personnel file by the end of the appraisal period.- Teachers new to CFISD submit prior appraisals for review <p>Second Appraisals (as needed)</p>
June 12	All CFPDAS Summary Reports & Summative Conference Data – Part IV documents submitted to the Human Resources Department

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL PROCESS FOR TEACHERS

CFPDAS TIMELINE – TEACHERS ON PLAN II

Week 1 – Week 3	Annual Review <ul style="list-style-type: none">- Explanation of appraisal process and classroom observation document- Designation of appraisal supervisor- Completion of face-to-face CFPDAS Annual Review for NEW & RETURNING teachers- Signed verification of CFPDAS Orientation
Week 3 – Week 6	Completion of Professional Development: A Plan for Student Learning - Goal-setting - Part I Observations (Informal)
Week 7 – Week 12	Conferences – Goal-setting/Pre-observation <ul style="list-style-type: none">- Should precede formal observations- Should focus on <i>Professional Development: A Plan for Student Learning - Goal-setting - Part I</i>- Submission of Goal Setting – Part I form to appraisal supervisor and completion of online Goal Setting course (2 hours)
Week 7 – Week 33	Observations <ul style="list-style-type: none">- Formal<ul style="list-style-type: none">• May occur at the request of the teacher or appraiser- Walk-throughs<ul style="list-style-type: none">• Minimum of 3 with written feedback- Snapshots/other cumulative data<ul style="list-style-type: none">• If used for appraisal within 10 days of the appraiser's knowledge of the occurrence <p>Completion of Professional Development: A Plan for Student Learning - Reflecting/Sharing - Part II</p> <ul style="list-style-type: none">• Beginning of second semester <p>Completion of Professional Development: A Plan for Student Learning - Goal Evaluation – Part III</p> <p>Summative/Goal Evaluation Conference (May 14, 2014)</p> <ul style="list-style-type: none">- Collaborative review of Completion of <i>Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</i>- Completion of <i>Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV</i>- Verification of the PD <i>Record for Teachers (PD year begins May 1, 2013 and ends April 30, 2014)</i>- Completion of appraisal scores in Domains V(b) – VIII- A written summative annual appraisal report (includes Summative Annual Appraisal and Appraisal Record Summary) must be shared with teacher no later than five (5) working days before the summative conference and 15 working days before the last day of instruction- The written summative annual appraisal report and the Professional Development: A Plan for Student Learning – Summary Conference Data – Part IV shall be discussed at the summative conference and placed in the teacher's personnel file by the end of the appraisal period. <p>Second Appraisals (as needed)</p>
June 12	All CFPDAS Summary Reports & Summative Conference Data – Part IV documents for Teachers submitted to the Human Resources Department

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

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

Targeted Campus SMART Goal:
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. to _____ in May.
Data source(s) used to establish and evaluate SMART Goal:
<input type="checkbox"/> STAAR <input type="checkbox"/> Prom./Placed/Retained <input type="checkbox"/> Attendance Rate
<input type="checkbox"/> Benchmarks/CBA <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"/> Check Points <input type="checkbox"/>
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):
1.
2.
3.
4.

Targeted Campus SMART Goal:
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:
Data source(s) used to establish and evaluate SMART Goal:
<input type="checkbox"/> STAAR <input type="checkbox"/> Prom./Placed/Retained <input type="checkbox"/> Attendance Rate
<input type="checkbox"/> Benchmarks/CBA <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"/> Check Points <input type="checkbox"/>
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):
1.
2.
3.
4.

My Personal/Team Professional Learning Plan

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

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

Targeted Campus SMART Goal:		
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. to _____ in May.		
Data source(s) used to establish and evaluate SMART Goal:		
<input type="checkbox"/> STAAR/EOC/TAKS	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> # Extracurricular Activities
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> Benchmark/CBA /Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data
<input type="checkbox"/> PSAT/PLAN/EXPLORE	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/> Elective Data Sources
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>
<input type="checkbox"/> College Readiness Indicator	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):		
1.		
2.		
3.		
4.		

Targeted Campus SMART Goal:		
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:		
Data source(s) used to establish and evaluate SMART Goal:		
<input type="checkbox"/> STAAR/EOC/TAKS	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> # Extracurricular Activities
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> Benchmark/CBA /Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data
<input type="checkbox"/> PSAT/PLAN/EXPLORE	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/> Elective Data Sources
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>
<input type="checkbox"/> College Readiness Indicator	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):		
1.		
2.		
3.		
4.		

My Personal/Team Professional Learning Plan

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

2. Targeted Area:	<input type="checkbox"/> Participate in training/online course: Title:	District transcript
	<input type="checkbox"/> Participate in a book study: Title:	Approved model, verified log with minimum attendance
	<input type="checkbox"/> Participate in share sessions: Title:	Approved model, verified log with minimum attendance
	<input type="checkbox"/> Participate in peer coaching: Targeted Area: Partner:	Approved model, verified log with required minimum interactions
	<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/February and turned in to your appraiser

Teacher:		Team/Department:	
ID#:		Campus:	Year:
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal #1:			
<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.			
Progress of my SMART Goal #1			
My _____ (targeted) students in _____ (content-area/course) are currently performing at _____ % on _____ (specific assessments.)			
Reflection			
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/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal #2:			
<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.			
Progress of my SMART Goal #2			
My _____ (targeted) students in _____ (content-area/course) are currently performing at _____ % on _____ (specific assessments.)			
Reflection			
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

Teacher:	Team/Grade Level:		
ID#	Campus:	Year:	<input type="checkbox"/> Plan I <input type="checkbox"/> Plan II
Targeted Campus SMART Goal:			
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:			
Data source(s) used to establish and evaluate SMART Goal:			
<input type="checkbox"/> STAAR	<input type="checkbox"/> Prom./Placed/Retained	<input type="checkbox"/> Attendance Rate	
<input type="checkbox"/> Benchmarks/CBA	<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"/> Check Points	<input type="checkbox"/>	
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):			
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?			

Targeted Campus SMART Goal:		
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:		
Data source(s) used to establish and evaluate SMART Goal:		
<input type="checkbox"/> STAAR	<input type="checkbox"/> Prom./Placed/Retained	<input type="checkbox"/> Attendance Rate
<input type="checkbox"/> Benchmarks/CBA	<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"/> Check Points	<input type="checkbox"/>
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):		
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: _____

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

Teacher:		Team/Grade Level:		
ID#	Campus:	Year:	<input type="checkbox"/> Plan I <input type="checkbox"/> Plan II	
Targeted Campus SMART Goal:				
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:				
Data source(s) used to establish and evaluate SMART Goal:				
<input type="checkbox"/> STAAR/EOC/TAKS	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> # Extracurricular Activities		
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> Discipline Data		
<input type="checkbox"/> Benchmark/CBA /Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data		
<input type="checkbox"/> PSAT/PLAN/EXPLORE	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/> Elective Data Sources		
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>		
<input type="checkbox"/> College Readiness Indicator	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>		
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):				
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?				

Targeted Campus SMART Goal:		
Teacher/Team SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) Goal:		
Data source(s) used to establish and evaluate SMART Goal:		
<input type="checkbox"/> STAAR/EOC/TAKS	<input type="checkbox"/> SRI (Read 180)	<input type="checkbox"/> # Extracurricular Activities
<input type="checkbox"/> District TEKS Exams	<input type="checkbox"/> ESL/LEP Data Sources	<input type="checkbox"/> Discipline Data
<input type="checkbox"/> Benchmark/CBA /Test Analysis	<input type="checkbox"/> Sp.Ed. Data Sources	<input type="checkbox"/> Attendance Data
<input type="checkbox"/> PSAT/PLAN/EXPLORE	<input type="checkbox"/> Grade Distribution	<input type="checkbox"/> Elective Data Sources
<input type="checkbox"/> Advanced Placement Scores	<input type="checkbox"/> Passing Rate/Promotion Rate	<input type="checkbox"/>
<input type="checkbox"/> College Readiness Indicator	<input type="checkbox"/> Fitnessgram	<input type="checkbox"/>
Specific targeted areas for student improvement (TEKS objective/STAAR category, curriculum standard, etc.):		
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. Areas in need of improvement.**

- 2. Professional-improvement activities and dates for completion.**

- 3. Evidence that improvement activities have been completed.**

- 4. Directives for change in employee behavior.**

- 5. Evidence that employee behavior has changed.**

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of 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

About 90–100%	About 80-89%	About 50-79%	Less than 50%
 <u>Exceeds</u> Expectations	 Proficient Standard	 <u>Below Expectations</u>	 <u>Unsatisfactory</u>
Almost all of the Time Almost all of the Learners	Most of the Time Most of the Learners	Some of the Time Some of the Learners	Few Times/Seldom Few/No Learners

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
Scoring Factors and Performance Level Standards

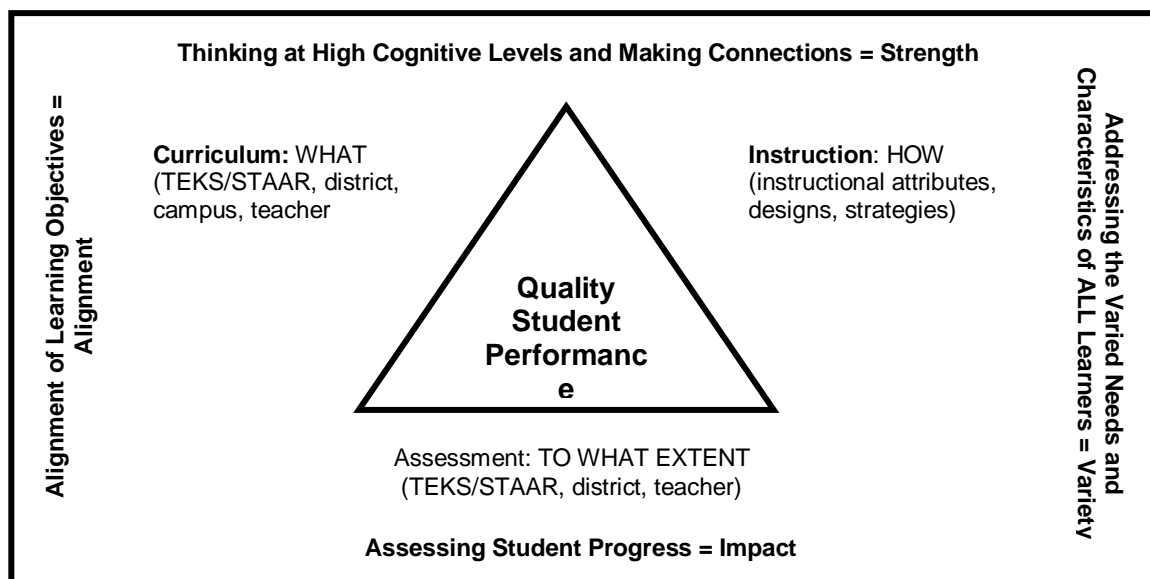
A. CRITICAL ATTRIBUTES

B. Scoring Standards for QUALITY

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

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

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



C. Scoring Standards for QUANTITY

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

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

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL FRAMEWORK

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

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

Domain III: Evaluation and Feedback on Student Progress

Evaluation Dimensions:

- 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.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material. 	<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material. 	<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material. 	<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 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>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
<ol style="list-style-type: none"> 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. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials. 	<ol style="list-style-type: none"> 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. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials. 	<ol style="list-style-type: none"> 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. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials. 	<ol style="list-style-type: none"> 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. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials.

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

**EVALUATION CRITERIA
V (B)**

<ul style="list-style-type: none"> 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. 	<ul style="list-style-type: none"> 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. 	<ul style="list-style-type: none"> 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. 	<ul style="list-style-type: none"> 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.
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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>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
<ol style="list-style-type: none"> 1. The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully seeks out and correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully seeks out and engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher actively seeks out and works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance. 	<ol style="list-style-type: none"> 1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance. 	<ol style="list-style-type: none"> 1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance. 	<ol style="list-style-type: none"> 1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

Note: 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> ALMOST ALL OF THE TIME	<i>Proficient</i> MOST OF THE TIME	<i>Below Expectations</i> SOME OF THE TIME	<i>Unsatisfactory</i> LESS THAN HALF OF THE TIME
<ol style="list-style-type: none"> 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. 2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement. 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. 	<ol style="list-style-type: none"> 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. 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. 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. 	<ol style="list-style-type: none"> 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. 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. 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. 	<ol style="list-style-type: none"> 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. 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. 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.

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

Note: 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 Goal-setting Process – Part I Form.

Appraisal Framework for Domain VIII, continued.

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>													
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME													
(B) Efforts to Enhance Student Attendance*																
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.													
(C) Efforts to Identify and Assist Students in At-Risk Situations																
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.													
(D) Campus Performance Rating																
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="width: 150px;">Exemplary</td> <td style="width: 20px;">=</td> <td style="width: 20px;">5</td> <td rowspan="4" style="font-size: 2em; color: red; text-align: center; vertical-align: middle;">2013-14 - REPORT ONLY & NO SCORE for ALL TEACHERS</td> </tr> <tr> <td>Recognized</td> <td>=</td> <td>4</td> </tr> <tr> <td>Acceptable</td> <td>=</td> <td>3</td> </tr> <tr> <td>Low Performing</td> <td>=</td> <td>0</td> </tr> </table>				Exemplary	=	5	2013-14 - REPORT ONLY & NO SCORE for ALL TEACHERS	Recognized	=	4	Acceptable	=	3	Low Performing	=	0
Exemplary	=	5	2013-14 - REPORT ONLY & NO SCORE for ALL TEACHERS													
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

Professional Development Expectations for Teachers

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT EXPECTATIONS

RATIONALE

At the core of expectations 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 I.S.D. 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.

EXPECTATIONS/ELIGIBILITY

Cypress-Fairbanks ISD believes that continuous professional development is vital to teacher and student success. The district expectation is that teachers should earn twenty-five (25) clock hours of off-contract professional development annually OR seventy-five (75) off-contract clock hours of professional development during the three most recent years.

If a teacher has 25 hours for the current year, it is not necessary to look back to any previous years as this meets the 25/75 hours expectation and is eligible for consideration for "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 this three-year period. 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.

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.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT EXPECTATIONS

EXPECTATIONS/ELIGIBILITY (CONTINUED)

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

PAYMENT FOR INSTRUCTORS

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

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

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT EXPECTATIONS

CAMPUS TIME EQUIVALENCY

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

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

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

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

DISTRICT TIME EQUIVALENCY

A district curriculum coordinator may choose to designate a district content curriculum day as a “District Time Equivalency” day. The district curriculum coordinator is responsible for setting the parameters for acceptable activities which may be used. The seven hours required for credit toward the District Time Equivalency (DTE) day must be earned off-contract and prior to the scheduled District Time Equivalency (DTE) day.

An employee who has not accrued the required professional development credit prior to the District Time Equivalency (DTE) day must report to a district location as directed by the district curriculum coordinator or follow the procedures for non-discretionary leave.

Teachers who attend a course(s) for DTE credit are not permitted to leave the professional development classes early or arrive late. Employees that leave early will not be awarded credit. The professional development recording system, Avatar, cannot record half hour increments for professional development.

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

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

Appraisal Process for Paraeducators and Non-teaching Professionals

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
**APPRAISAL PROCESS FOR PARAEDUCATORS AND
NON-TEACHING PROFESSIONALS**

APPRAISAL OF PARAEDUCATORS AND NON-TEACHING PROFESSIONALS

All staff members, professional and ancillary, should be evaluated annually by their supervisors. All paraeducator 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 as follows:

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

PARAEDUCATOR OR NON-TEACHING PROFESSIONAL RESPONSE AND APPEALS

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

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

Any written response or rebuttal must be submitted within ten (10) 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 fifteen (15) working days. This written response or rebuttal should be attached to the record that is part of the paraeducator's 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 paraeducator or non-teaching professional to present grievances and receive written comments in response to the written annual evaluation. These procedures are outlined in the *Employee Handbook*.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
**APPRAISAL PROCESS FOR PARAEDUCATORS AND
NON-TEACHING PROFESSIONALS**

**PARAEDUCATOR 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 “paraeducator/non-teaching professional in need of assistance”:

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

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

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

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

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

A paraeducator or non-teaching professional currently on an employee in need of assistance plan or growth/deficiency plan, and/or administrative directives is **not eligible** to request a transfer. No employee with less than a satisfactory performance evaluation shall receive a pay increase. In the District’s appraisal system, a less than satisfactory performance shall be an evaluation with two or more domains scored unsatisfactory or unsatisfactory in the same domain for two consecutive years.

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
**APPRAISAL PROCESS FOR PARAEDUCATORS AND
NON-TEACHING PROFESSIONALS**

**TIMELINE – PARAEDUCATORS AND
NON-TEACHING PROFESSIONALS**

August – October

Orientation

- Explanation of appraisal process
- Designation of Appraiser/Supervisor
- Signed verification of Appraisal Process Orientation/Annual Review

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/June

Conference

- Completion of annual evaluation prior to end of contract
- Completion and review of Professional Development Record for Paraeducators or Professional Development Record for Non-teaching Professionals

June 12

All evaluations for campus-based paraeducators and non-teaching professionals submitted to the Human Resources Department

July 12

All evaluations for non-campus-based paraeducators and non-teaching professionals submitted to the Human Resources Department

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Continuous Professional Development for Non-teaching Professionals and Paraeducators
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: _____ Appraiser: _____

Campus: _____ Assignment/Grade: _____

Period of Intervention: From: _____ To: _____

**PARAEDUCATOR AND NON-TEACHING PROFESSIONAL
INTERVENTION PLAN**

- 1. Areas in need of improvement.**

- 2. Professional-improvement activities and dates for completion.**

- 3. Evidence that improvement activities have been completed.**

- 4. Directives for change in employee behavior.**

- 5. Evidence that employee behavior has changed.**

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of Employee

Date

Name: _____ Appraiser: _____

Campus: _____ Assignment/Grade: _____

Period of Intervention: From: _____ To: _____

PARAEDUCATOR AND NON-TEACHING PROFESSIONAL INTERVENTION PLAN

INTERVENTION PLAN FOR PARAEDUCATOR AND NON-TEACHING PROFESSIONAL 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:

Future Action to be Taken:

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of Employee

Date

Professional Development for Paraeducators

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT FOR PARAEDUCATORS

EXPECTATIONS/ELIGIBILITY

Paraeducators may choose to take part in professional development opportunities offered, but they are not held to the required 25/75 expectations as teachers.

Off-contract professional development credits may be submitted to the Principal (Elementary) or Director of Instruction (Secondary) for consideration of approval for Campus Time Equivalency (CTE) credit.

TIME EQUIVALENCY

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

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

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

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

Verification of Annual Review of CFPDAS/Appraisal Process

2013-14 Verification of Annual Review of CFPDAS/Appraisal Process for Teachers, Paraeducators, and Non-Teaching Professionals

Name: _____ Employee #: _____

Campus: _____ Date of Annual Review: _____

Please verify that each of the following statements is correct by initialing in the box to the right.

Statement	Please initial each statement
I hereby acknowledge that it is my responsibility to access the CFPDAS/Appraisal handbook online. 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.	
I have been informed about the appraisal process in CFISD.	
I have been informed about the various documents associated with the appraisal process and professional development activities.	
I understand the expectations and requirements for Plan I and Plan II (for teachers ONLY).	
I have had an opportunity to ask questions.	

Signature of Employee

Date

Appendices

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

FREQUENCY Except as provided below, each teacher must be appraised at least once during each school year. *Education Code 21.203, 21.352(c); 19 TAC 150.1003(a)*

EXCEPTION A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years. *Education Code 21.352(c)*

For purposes of the Professional Development and Appraisal System (PDAS), an area of deficiency is a domain. A teacher must be rated as at least proficient for each domain (that is, for all domains) to be eligible for less frequent appraisals.

District policy may stipulate:

1. Whether the exception is to be made available to all teachers;
2. Whether the exception is to be adopted Districtwide or is to be campus specific;
3. If the appraisal accompanying a teacher new to the District or campus meets the requirements for the exception, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and
4. Whether a certified appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented by cumulative data, including third-party information.

The District may choose annually to review the written agreement with the teacher. However, at the end of the school year, the District may modify exceptions through Board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous years.

19 TAC 150.1003(l)

ROLE OF
EXTRACURRICULAR
ACTIVITIES

A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with extracurricular activities. *Education Code 21.353*

ACCESS TO
EVALUATIONS

The District shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

Each teacher is entitled to receive a written copy of the evaluation on its completion. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.

Education Code 21.352(c)

CONFIDENTIALITY

A document evaluating the performance of a teacher is confidential. *Education Code 21.355*

CHOICE OF
APPRAISAL
METHOD

The District shall use one of the following methods to appraise teachers:

1. The appraisal process and performance criteria developed by the Commissioner [see STATE METHOD, below]; or
2. A locally developed appraisal process and performance criteria [see DISTRICT OPTION and CAMPUS OPTION, below].

Education Code 21.352(a); 19 TAC 150.1001(a)

SELECTION OF
APPRAISAL
METHOD

The Superintendent, with the approval of the Board, may select the state appraisal method. Each district or campus wanting to select or develop an alternative teacher-appraisal system must follow the requirements set forth below at DISTRICT OPTION or CAMPUS OPTION. *19 TAC 150.1001(c)*

INFORMATION TO
SERVICE CENTER

The Superintendent shall notify the executive director of the District's regional education service center of the District's choice of appraisal system(s), by a time designated by the Commissioner.

The District shall submit annually to its service center, in a manner prescribed by the Commissioner, a summary of the evaluation scoring from all campuses in the District.

19 TAC 150.1010

Note: The following provisions apply to teacher appraisal using the state appraisal method.

STATE METHOD
(PDAS)

The state appraisal method is the Professional Development and Appraisal System. The foundation for the PDAS is the teacher proficiencies described in *Learner-Centered Schools for Texas: A Vision of Texas Educators*. *19 TAC 150.1001(b), 150.1002(a)*

ORIENTATION AND
ANNUAL REVIEW

The District shall ensure that all teachers are provided with an orientation to the PDAS. The orientation shall be provided no later than the final day of the first three weeks of school and at least three weeks before the first observation. Additional orientations shall be provided any time substantial changes occur in the PDAS.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

The orientation shall include materials approved by the Commissioner.

In addition, at least three weeks before the first formal observation, all teachers to be appraised shall be provided an annual review of District policy regarding teacher appraisal and of 19 Administrative Code Chapter 150, Subchapter AA (Teacher Appraisal).

19 TAC 150.1007

APPRAISERS

The teacher appraisal process requires at least one certified appraiser.

A campus administrator who is a certified PDAS appraiser and approved by the Board shall conduct a teacher's appraisal. For the purposes of PDAS, a "campus administrator" includes a principal, an assistant principal, or other supervisory staff designated as an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification. Only in the event of the circumstances described below at SAME CAMPUS may an individual other than a campus administrator act as a certified appraiser.

SAME CAMPUS

A certified appraiser who is a classroom teacher may not appraise another classroom teacher at the same campus unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade-level whose job description includes classroom observation responsibilities.

CERTIFICATION

Before conducting appraisals, an appraiser must be certified by having satisfactorily completed uniform appraiser training. Periodic recertification and training shall be required.

Education Code 21.351(c); 19 TAC 150.1006

APPRAISAL
CALENDAR

The District shall establish a calendar for teacher appraisals. The appraisal period for each teacher must include all of the days of the teacher's contract.

Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

The calendar shall:

1. Exclude observations in the three weeks after the day of completion of the PDAS orientation in the school years when an orientation is required;

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

2. Exclude observations in the three weeks after the day of completion of the PDAS orientation for teachers new to the PDAS;
3. Exclude observations in the first three weeks of instruction in the school years when the PDAS orientation is not required;
4. Prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the Board; and
5. Indicate a period for summative annual conferences that ends no later than 15 working days before the last day of instruction for students.

19 TAC 150.1003(d)

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. *Education Code 21.352(d); 19 TAC 150.1003(c)*

APPRAISAL PROCESS

The annual appraisal shall include:

1. At least one classroom observation of a minimum of 45 minutes, with additional walk-throughs and observations conducted at the discretion of the appraiser;
2. Completion of Section I of the Teacher Self-Report Form that shall be presented to the principal;
3. Cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations; and
4. A written summative annual appraisal report and a summative annual conference, described below.

19 TAC 150.1003(b)

SUMMATIVE REPORT

A written summative annual appraisal report shall be shared with the teacher no later than five working days before 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. *19 TAC 150.1003(h)*

SUMMATIVE
CONFERENCE

Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the District calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources. *19 TAC 150.1003(i)*

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

TEACHER RESPONSE A teacher may submit a written response or rebuttal after receiving a written observation summary, summative annual appraisal report, and/or any other documentation associated with the teacher's appraisal. The rebuttal is to be attached to the evaluation in the teacher's personnel file. *Education Code 21.352(c); 19 TAC 150.1005(a)*

REQUEST FOR SECOND APPRAISAL A teacher may request a second appraisal by another certified appraiser after receiving a written observation summary and/or a written summative annual appraisal report. *Education Code 21.352(c); 19 TAC 150.1005(c)*

The District shall adopt written procedures for determining the selection of second appraisers. The procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed. *19 TAC 150.1005(g)*

INTERVENTION PLAN A teacher whose performance meets one of the following circumstances will be designated a "teacher in need of assistance":

1. A teacher who is evaluated as unsatisfactory in one or more domains; or
2. A teacher who is evaluated as below expectations in two or more domains.

When a teacher is designated as in need of assistance, the certified appraiser and the teacher's supervisor shall, in consultation with the teacher, develop an intervention plan. A teacher who has not met all requirements of the intervention plan by the time specified may be considered for separation from the assignment, campus, and/or District.

An intervention plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

19 TAC 150.1004

APPEALS The District shall adopt written procedures for a teacher to present grievances and receive written comments in response to the written annual report. *19 TAC 150.1005(g)*

Note: The following provisions apply to teacher appraisal using the District-developed appraisal method.

DISTRICT OPTION A district that does not want to use the PDAS must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined below.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

The Texas Teacher Appraisal System (TTAS) is no longer a state-recommended system. However, the TTAS may be used as a local option governed by the process outlined below. If adopted as a local option, the TTAS must be modified to comply with Education Code 21.351(a)(1) and (2). [See APPRAISAL PROCESS, below]

DEVELOPMENT
OF APPRAISAL
SYSTEM

The District-level planning and decision-making committee shall:

1. Develop an appraisal process;
2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Consult with the campus-planning and decision-making committee on each campus in the District.

APPRAISAL
PROCESS

The appraisal process shall include:

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

BOARD
ACCEPTANCE

The District-level planning and decision-making committee shall submit the appraisal process and criteria to the Superintendent, who shall submit the appraisal process and criteria to the Board with a recommendation to accept or reject.

The Board may accept or reject, with comments, the appraisal process and performance criteria, but may not modify the process or criteria.

Education Code 21.352(a)(2), (b); 19 TAC 150.1009(a)

Note: The following provisions apply to teacher appraisal using the campus-developed appraisal method.

CAMPUS OPTION

A campus within the District may choose to develop a local appraisal system.

DEVELOPMENT OF
APPRAISAL SYSTEM

The campus planning and decision-making committee shall:

1. Develop an appraisal process;

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LEGAL)

2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Submit the process and criteria to the District-level planning and decision-making committee.

APPRAISAL
PROCESS

The appraisal process shall include:

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

BOARD
ACCEPTANCE

Upon submission of the appraisal process and criteria to the District-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the Superintendent.

The Superintendent shall submit to the Board:

1. The recommended campus appraisal process and criteria;
2. The District-level planning and decision-making committee's recommendation; and
3. The Superintendent's recommendation.

The Board may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

Education Code 21.352(a)(2), (b); 19 TAC 150.1009(b)

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

EMPLOYMENT
DECISION

Prior to the Superintendent's recommendation to the Board regarding the contract or employment status of an employee, the most recent appraisal and that portion of an employee's appraisal that has been completed as of the time of the Board's consideration and other written evaluations, if any, of the employee's performance shall be considered.

EMPLOYEE
RESPONSE

During the appraisal period, an employee may submit a written response or rebuttal upon receipt of any written data if that data would influence the teacher's final written evaluation. The employee's response should be submitted to the employee's supervisor within ten workdays after receipt of the data. Under extenuating circumstances, this time period may be extended to a maximum of 15 workdays. The written rebuttal shall be attached to the final written evaluation.

APPEAL

The District shall adopt written procedures for an employee to present grievances and receive a written response regarding the final written evaluation. The procedures shall be disseminated at the time of employment and updated annually or as needed. [See DGBA(LOCAL)]