Lago Vista ISD NexGen Teacher Appraisal System Manual

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For more information on Lago Vista ISD's NexGen Teacher Appraisal System, please contact:

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Newly Adopted Rules Concerning Educator Appraisal - Effective July 1, 2016

§150.1007. Alternatives to the Commissioner's Recommended Appraisal System.
(a) District option. A school district that does not choose to use the commissioner's recommended appraisal system must develop its own teacher appraisal system supported by locally adopted policy and procedures and by the processes outlined in the Texas Education Code (TEC), §21.352.
(1) The school district-level planning and decision-making committee shall:
    (A) develop an appraisal process;
    (B) develop evaluation criteria, including discipline management and performance of the teacher's students; and
    (C) consult with the campus planning and decision-making committee on each campus in the school district.
(2) The appraisal process shall include:
    (A) at least one appraisal each year, or less frequently if in accordance with the TEC, §21.352(c) ;
    (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:
        (i) the teacher's implementation of discipline management procedures, as defined in §150.1001(f)(1) of this title (relating to General Provisions); and
        (ii) beginning with the 2017-2018 school year, the performance of teachers' students, as defined in §150.1001(f)(2) of this title.
(3) The school 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 school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.

§150.1001. General Provisions.
(f) The statutorily required components of teacher appraisal are defined as follows.
(1) The implementation of discipline management procedures is the teacher's pedagogical practices that produce student engagement and establish the learning environment.
(2) The performance of teachers' students is how the individual teacher's students progress academically in response to the teacher's pedagogical practice as measured at the individual teacher level by one or more of the following student growth measures:
    (A) student learning objectives;
    (B) student portfolios;
    (C) pre- and post-test results on district-level assessments; or
    (D) value-added data based on student state assessment results.

Lago Vista ISD
NexGen Teacher Appraisal System Manual

I. General Provisions

The Lago Vista ISD NexGen Teacher Appraisal System shall provide for an annual appraisal of each teacher's performance. Instructional specialists shall be appraised annually using an alternate system.

A. Frequency of Appraisal
All teachers shall be appraised annually.

B. Appraisers
The Lago Vista ISD Board of Trustees shall approve all appraisers. An approved appraiser must conduct all appraisals under the Lago Vista ISD NexGen Teacher Appraisal System. Appraisers shall work for Lago Vista ISD in an administrative capacity, which includes campus principals, assistant principals, and District-level administrators. In cases where the teacher is assigned to an appraiser who is not an administrator on the teacher's campus, the appraiser shall share all appraisal documentation with a supervisory staff member designated as an administrator on the campus. In such cases, a supervisory staff member designated as an administrator on the campus shall participate in the summative appraisal conference at the request of either the teacher or the appraiser.

Appraisers shall receive appropriate training before conducting formal observations of teaching under the Lago Vista ISD NexGen Teacher Appraisal System.

C. Appraisal Activities and Data Sources
Each teacher shall be appraised each school year and the annual teacher appraisal shall include:
1. Participation by the teacher in an annual appraisal training held no later than 5 working days after the first day of instruction;
2. Completion of the Acknowledgement of Annual Appraisal Training to be signed and submitted by the teacher no later than 10 working days after the training;
3. Completion of the Professional Goals Action Plan and Student Learning Objective Form by the teacher within 20 working days of the first day of instruction;
4. Walkthrough observations conducted at the discretion of the appraiser. Walkthroughs shall be unscheduled and unannounced. In order to be used in the summative appraisal process, documentation from the Walkthrough Form must be shared with the teacher within 10 working days;
5. Completion of a 1st Quarter Self-Assessment Form by the teacher no later than the last day of the 1st nine-week grading period;
6. Receipt of a 1st Quarter Feedback Form from the appraiser within 10 working days of the last day of the 1st nine-week grading period. Upon teacher or administrator request, conferences will be held to discuss the feedback;
7. Completion of a Midyear Professional Goals Reflection by the teacher no later than the last day of the 2nd nine-week grading period. Upon teacher or administrator request, conferences will be held to discuss the reflection;
8. At least one formal classroom observation of a minimum of 30 minutes conducted by the appraiser. By written, mutual consent of the teacher and the appraiser, the required minimum of 30 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 30 minutes. The teacher may be given advance notice of the date or time of a formal observation, but advance notice is not required.

9. Receipt of a written summary of the formal observation using the Classroom Observation Form, which shall be given to the teacher by the appraiser within 10 working days after the completion of the observation, with a post-observation conference conducted at the request of either the teacher or appraiser;

10. Completion of the 3rd Quarter Self-Assessment and Professional Goals Summary by the teacher no later than the last day after the 3rd nine-week grading period;

11. Receipt of an annual written Summative Appraisal Report, which shall be given to the teacher within 10 working days of the last day of the 3rd nine-week grading period; and

12. Participation in an annual summative conference to be held no later than 15 working days before the last day of instruction. The summative conference shall focus on the data and evidence gathered throughout the appraisal year.

D. Cumulative Data of Written Documentation

The appraiser is responsible for documentation of the cumulative data used in the summative appraisal. Any documentation that will influence the teacher's annual summative appraisal must be shared in writing with the teacher within 10 working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.

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

E. Teacher Response

The teacher may submit a written response or rebuttal after receiving written documentation related to employee performance, a written observation summary, or a written summative annual appraisal report. The teacher shall submit this written response with the appraiser within 10 working days of the written documentation. The appraiser shall attach a copy of the rebuttal to the report before filing it in the teacher's personnel file.

The teacher may not submit a written response or rebuttal to a written Summative Appraisal Report for ratings based entirely on observation summaries or written documentation already received by the teacher earlier in the appraisal year for which the teacher already had the opportunity to submit a written response or rebuttal.

F. Grievance Procedures

The District has adopted written procedures for a teacher to present grievances and to receive written response(s) to grievances. See policy FNG(LOCAL).

II. Appraisal Procedures

A. Appraisal Period

Appraisals of teaching may take place at any time during the regular school year within the guidelines of this manual, pursuant to the annual appraisal calendar adopted by the Lago Vista ISD Board of Trustees.

B. Annual Appraisal Training

An annual appraisal training for all teachers shall be held no later than 5 working days after the first day of instruction. The annual appraisal training shall be conducted in a face-to-face setting and include all state and local appraisal policies and the local appraisal calendar. The Acknowledgement of Annual Appraisal Training form shall be signed and submitted by the teacher no later than 10 working days after the training. There shall be a period of 10 instructional days following the annual appraisal training date before formal classroom observations may be conducted.

C. Walkthrough Observations

Administrators and appraisers may conduct walkthrough observations at any time during the instructional calendar. Walkthroughs shall be unscheduled and unannounced. Walkthrough observations are used in the

summative evaluation at the discretion of the appraiser. In order to be used in the summative evaluation process, walkthrough documentation must be shared with the teacher within 10 working days.

D. Professional Goals Action Plan
No later than 20 working days after the first day of instruction, the teacher shall complete the Professional Goals Action Plan. This document shall be completed each year. The teacher shall document two to three personal goals for the school year. These goals should support campus and/or District goals and should be based on a teacher's past performance, areas of instructional strength and weaknesses, and individual professional learning goals.

Appraisers shall review the Professional Goals Action Plan in order to identify sources of support and the development needed to continuously improve instructional practice and drive student learning in the classroom.

The teacher shall document ongoing professional growth activities completed since his/her last appraisal. The teacher shall record any activity that contributes to growth as an instructor, (e.g., workshops, lectures, conferences, and seminars attended; books read; participating in discussion groups; articles published; trips taken for instructional purposes; etc.).

E. Student Learning Objective (SLO) Form
No later than 20 working days after the first day of instruction, the teacher shall complete the Student Learning Objective Form. This document shall be completed each year. Teachers will work with their appraisers to identify the foundational skill they'll address in their Student Learning Objective to set student growth goals.The SLO Goal Form provides a space for teachers to describe their chosen focus area, share their Skill Statement, share the rationale for why they selected this particular area and the associated foundational skills, and list the applicable TEKS, identify student starting points on the foundational skill, and develop clear targets for student growth in the goal setting process. Appraisers shall review the Student Learning Objective Form in order to help monitor student progress and engage in ongoing dialogue about progress toward goals.

F. 1st Quarter Self-Assessment Form
The teacher shall complete a 1st Quarter Self-Assessment Form by the last day of the 1st nine-week grading period. Using the 1st Quarter Self-Assessment Form, the teacher shall independently assess his/her teaching practices in comparison to the NexGen Appraisal domains and descriptors.   Teachers are encouraged to review the practices articulated in the levels above their self-assessment rating to understand which practices will elevate their performance. The self-assessment form is intended to promote honest and thoughtful reflection on the teacher's performance and to help lead to positive growth and improvement over time.

G. 1st Quarter Feedback Form
At the end of the 1st nine weeks, the appraiser shall use the information from the 1st Quarter Self-Assessment Form, along with walkthroughs and other data, to complete the 1st Quarter Feedback Form. The appraiser shall provide the 1st Quarter Feedback Form to the teacher within 10 working days of the last day of the 1st nine-week grading period. The appraiser shall assign each domain score in accordance with the domain descriptors in order to provide timely formative feedback that highlights areas of "reinforcement" related to the teacher's strengths, as well as any area of "refinement" where the teacher has areas of growth. Upon teacher or administrator request, conferences will be held to discuss the feedback.

H. Midyear Professional Goals & Student Learning Objective Reflection
The teacher shall complete a Midyear Professional Goals & Student Learning Objective Reflection no later than the last day of the 2nd nine-week grading period. The Mid-Year Professional Goals & Student Learning Objective Reflection is intended to provide teachers with meaningful self-reflection related to the progress being made towards meeting professional goals and student learning objective student growth goals. Upon teacher or administrator request, conferences will be held to discuss the reflection.

I. Formal Classroom Observation
There shall be a period of 10 instructional days following the annual appraisal training date before formal classroom observations may be conducted. The teacher shall have one formal classroom observation per

year. A single 30-minute observation shall constitute the required observation. By written, mutual consent of the teacher and the appraiser, the required minimum of 30 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 30 minutes. The teacher may be given advance notice of the date or time of a formal observation, but advance notice is not required. The appraiser shall provide a written summary of the completed formal observation within 10 working days after the completion of the observation. A post-observation conference shall be conducted at the request of either the teacher or appraiser.

J. 3rd Quarter Self-Assessment, Professional Goals Summary, and Student Growth Summary
Teachers shall complete the 3rd Quarter Self-Assessment and Professional Goals Summary no later than the last day of the 3rd nine-week grading period. On this form, the teacher shall independently assess his/her own teaching practices in comparison to the NexGen Appraisal System domains and descriptors and provide a self-assessment of the impact of the staff development activities listed in section Professional Goals Action Plan upon the teacher's teaching and upon learning of her/his students. In addition the teacher shall reflect on data used to monitor progress of his/her student learning objective.

K. Summative Appraisal Report
All teachers receive a summative appraisal each year. A written annual written Summative Appraisal Report shall be given to the teacher no later than 10 working days after the last day of the 3rd nine-week grading period. The Summative Appraisal Report is discussed during the summative appraisal conference. Both the teacher and the appraiser shall sign the Summative Conference Report after the summative conference. The signed Summative Appraisal Report shall be placed in the teacher's personnel file.

L. Summative Appraisal Conference
The appraiser shall schedule and conduct a summative conference with the teacher no later than 15 working days before the last day of instruction. The summative conference is to provide teachers time to share reflections on their performance, as well as to receive guidance and support from the appraiser. This guidance should be provided through the use of feedback and questions by the appraiser, along with the identification of any areas of reinforcement (relative strength of the teacher) and any areas of refinement (area of growth). The summative conference may not be waived.

In cases where the appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus shall participate in the summative appraisal conference at the request of either the teacher or the appraiser. Both the teacher and the appraiser shall sign the Summative Conference Report after the summative conference. The signed Summative Appraisal Report shall be placed in the teacher's personnel file.

III. Performance Domains & Rating

A. Performance Domains
Each teacher shall be appraised on the following domains:
1. Student-Directed Learning Activities;
2. Teacher Instructional Practices;
3. Higher Order Thinking;
4. Engaged Learning;
5. Technology Integration;
6. Behavior Interventions & Supports;
7. Student Learning Objective; and
8. Professional Practices & Responsibilities.

B. Observation Domains
All walkthrough and formal classroom observations shall be based on observable, job-related criteria. During walkthrough and formal observations, the teacher's performance will be evaluated in the following domains:
1. Student-Directed Learning Activities;
2. Teacher Instructional Practices;
3. Higher Order Thinking;
4. Engaged Learning;

    5. Technology Integration; and
    6. Behavior Interventions & Supports.

C. Summative Appraisal Domains
Summative appraisals shall include an evaluation of performance in the following domains:
1. Student-Directed Learning Activities;
2. Teacher Instructional Practices;
3. Higher Order Thinking;
4. Engaged Learning;
5. Technology Integration;
6. Behavior Interventions & Supports;
7. Student Learning Objective; and
8. Professional Practices & Responsibilities.

Each domain shall be scored independently. The appraiser shall consider all data generated throughout the appraisal process in his/her evaluation of the teacher's performance in each of the domains. The data for the summative appraisal of each domain shall be gathered from walkthroughs, observations, the Professional Goals Action Plan, the 1st Quarter Self-Assessment Form, the 1st Quarter Feedback Form, the Midyear Professional Goals Reflection, the 3rd Quarter Self-Assessment and Professional Goals Summary, and other documented sources.

D. Rating Scale
Each teacher shall be evaluated in each domain using the following categories:
1. Exceeds Expectations;
2. Meets Expectations;
3. Below Expectations; and
4. Unsatisfactory.

IV. Formal Observation Procedures

A. Pre-Observation Conferences
Pre-observation conferences may be scheduled prior to the formal observation at the request of either the teacher or the appraiser.

C. Conducting the Formal Observation
The teacher may be given advance notice of the date or time of a formal observation, but advance notice is not required. During a formal observation, the appraiser shall use the Classroom Observation Form. Checking the performance indicator indicates behaviors that are observed during the observation period(s). If a performance indicator is not checked, the appraiser shall state on the form why that indicator was not credited.

The appraiser shall provide a copy of the Classroom Observation Form to the teacher within 10 working days of the formal observation. Both the teacher and the appraiser shall sign the Classroom Observation Form. A copy of the form will be stored in the teacher's personnel file.

D. Post-Observation Conferences
Post-observation conferences may be scheduled after the formal observation at the request of either the teacher or the appraiser.

E. Written Response or Rebuttal
If the teacher does not agree with the evaluation found on the Classroom Observation Form, the teacher may submit a written response to the appraiser within 10 working days of receipt of the observation report. The appraiser shall attach a copy of the written response to the report before filing it in the teacher's personnel file.

V. Second Observation & Summative Appraisal Requests

A. Second Observation & Summative Appraisal by an Alternate Appraiser
If the teacher does not agree with the evaluation found on the Classroom Observation Form, the teacher may request a second observation and summative appraisal to be conducted by an alternate appraiser. This request must be made in writing to the appraiser within 10 working days of receipt of the completed Classroom Observation Form.

The superintendent of schools or his/her designee shall assign an alternate appraiser to conduct a second observation and the summative evaluation. The alternate appraiser shall conduct a second observation that is 30 minutes in length. The teacher may be given advance notice of the date or time of the second formal observation, but advance notice is not required. The alternate appraiser shall provide a copy of the Classroom Observation Form to the teacher within 10 working days of the date of the second observation.

A post-observation conference with the teacher and second appraiser may be conducted at the request of the teacher or appraiser. The Classroom Observation Form from the second observation shall be attached to the original observation report and both shall be filed in the teacher's personnel file.

The second appraiser shall complete the Summative Appraisal Report and conduct the annual summative appraisal. In cases where the alternate appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus shall participate in the summative appraisal conference at the request of either the teacher or the appraiser.

VI. Professional Growth Plans

A. Professional Growth Plans
A teacher whose performance meets one of the following circumstances shall be placed on a Professional Growth Plan:
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's performance requires that he/she be placed on a Professional Growth Plan, the appraiser and the campus principal or designee shall develop a Professional Growth Plan that includes the following:
1. domain(s) that designate a teacher as a teacher in need of assistance;
2. directives or recommendations for professional improvement activities;
3. evidence that is used to determine successful completion of professional improvement activities;
4. directives for changes in teacher behavior;
5. evidence that is used to determine if teacher behavior has changed; and
6. specific timeline for successful completion.

At the discretion of the appraiser, a Professional Growth Plan may be developed at any time when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory". In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the Professional Growth Plan.

The Professional Growth Plan shall include options for professional development activities designed to enhance teacher proficiency and effectiveness. At least one option shall not place significant financial burden on either the teacher or the District.

A teacher who has not met all requirements of the Professional Growth Plan by the time(s) specified may be considered for separation from the assignment, the campus, and/or the District.

VII. Appraisal Forms

A. NexGen Teacher Appraisal System Manual
The NexGen Teacher Appraisal System Manual shall be distributed to new teachers each school year. It shall be made available electronically to all teachers.

B. Acknowledgement of Annual Appraisal Training
The Acknowledgement of Annual Appraisal Training form shall be signed and submitted by the teacher no later than 10 working days after the training. All teachers shall participate in an annual appraisal training on the Lago Vista ISD NexGen Teacher Appraisal System before being appraised under the system.

C. Professional Goals Action Plan
The Professional Goals Action Plan shall be used for relating teacher appraisal to the performance of students, for reporting the teacher's personal goals and professional growth, and for documenting professional improvement efforts completed during the school year. The teacher shall submit the Professional Goals Action Plan within the 20 working days after the first day of instruction.

D. Student Learning Objective Form
The Student Learning Objective Form Form provides a space for teachers to describe their chosen focus area, share their Skill Statement, share the rationale for why they selected this particular area and the associated foundational skills, and list the applicable TEKS, identify student starting points on the foundational skill, and develop clear targets for student growth in the goal setting process. Appraisers shall review the Student Learning Objective Form in order to help monitor student progress and engage in ongoing dialogue about progress toward goals. The teacher shall submit the Student Learning Objective Form within the 20 working days after the first day of instruction.

E. Walkthrough Form
The Walkthrough Form is used during 5-10 minute unscheduled observations in a teacher's classroom. A walkthrough observation shall include an evaluation of the teacher's performance using specific indicators in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports. The appraiser shall provide a written summary of the walkthrough observation to the teacher within 10 working days.

F. 1st Quarter Self-Assessment Form
The 1st Quarter Self-Assessment Form is used to report the teacher's self-assessment of his/her own performance in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports. Additional areas of campus emphasis may be included at the appraiser's discretion. The teacher shall complete the 1st Quarter Self-Assessment Form no later than the last day of the 1st nine-week grading period.

G. 1st Quarter Feedback Form
The 1st Quarter Feedback Form is used to provide timely feedback to the teacher regarding performance in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports. The appraiser shall use the information from the 1st Quarter Self-Assessment Form, along with observations and walkthroughs, to complete the 1st Quarter Feedback Form. Additional areas of campus emphasis may be included at the appraiser's discretion. The appraiser shall complete the 1st Quarter Feedback Form within 10 working days of the last day of the 1st nine-week grading period. Upon teacher or appraiser request, a conference will be held to discuss the feedback.

H. Midyear Professional Goals & Student Learning Objective Reflection
The Midyear Professional Goals & Student Learning Objective Reflection is used to report the teacher's reflections and personal assessment of the progress being made towards meeting the professional goals listed on the Professional Goals Action Plan and student learning objective student growth goals established in the Student Learning Objective Form. The teacher shall complete the Midyear Professional Goals & Student Learning Objective Reflection no later than the last day of the 2nd nine-week grading period. Upon teacher or administrator request, conferences will be held to discuss the reflection.

I. Classroom Observation Form
The Classroom Observation Form shall be used for formal observations conducted under the Lago Vista ISD NexGen Teacher Appraisal System. The appraiser shall include his/her evaluation of the teacher's performance during the formal observation using specific indicators in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology

integration level, and behavior interventions & supports. The appraiser shall submit the Classroom Observation Form to the teacher within 10 working days of the formal observation.

J. 3rd Quarter Self-Assessment, Professional Goals Summary, and Student Learning Objective Summary

The 3rd Quarter Self-Assessment and Professional Goals Summary is used to report the teacher's self-assessment of his/her own performance in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, and behavior interventions & supports. The form also includes the teacher's self-assessment of the impact of the staff development activities listed in the Professional Goals Action Plan upon the teacher's teaching and upon learning of her/his students.   In addition the teacher shall include a summary of the data used to monitor progress of his/her student learning objective. Additional areas of campus emphasis may be included at the appraiser's discretion. The teacher shall complete the 3rd Quarter Self-Assessment and Professional Goals Summary no later than the last day of the 3rd nine-week grading period.

K. Summative Appraisal Form

The Summative Appraisal form shall include the appraiser's evaluation of the teacher's performance using specific indicators in the following domains: student-directed learning activities, teacher instructional practices, higher order thinking, engaged learning, technology integration level, behavior interventions & supports, and professional practices and responsibilities. The appraiser shall submit the Summative Appraisal Report to the teacher no later than 10 working days after the last day of the 3rd nine-week grading period and no fewer than 5 days before the summative conference.

K. Professional Growth Plan

The Professional Growth Plan is an outgrowth of the NexGen Summative Appraisal Form. As needed, the appraiser will determine the need for the Professional Growth Plan and complete the form accordingly. Directives for teacher improvement will be addressed using this form.

VIII. Additional Provisions

A. Appraisers shall receive appropriate training before conducting appraisals of teaching under the Lago Vista ISD NexGen Teacher Appraisal System.

B. Teachers shall participate in an annual appraisal training on the Lago Vista ISD NexGen Teacher Appraisal System before being appraised under the system.

C. The Lago Vista ISD NexGen Teacher Appraisal System shall become part of the annual training provided to all teachers who are new to the Lago Vista Independent School District.

D. In the event that a required element of the appraisal process is interrupted due to Family Medical Leave (FML) or other approved leave of absence for the teacher, the appraisal process shall be amended based upon the cumulative total of actual days on duty. In such cases, the deadlines for completing any past appraisal activities that occurred during the approved leave shall not apply and shall be adjusted or exempted at the appraiser's discretion, with approval of the superintendent or his/her designee. All adjustments or exemptions shall be documented. Upon the teacher's return, all remaining appraisal activities shall be completed within the time remaining in the appraisal period.

E. In exceptional circumstances when an appraiser is no longer able to fulfill appraisal duties, such as an extended leave of absence or resignation, the superintendent of schools or his/her designee shall assign an alternate appraiser to conduct designated portions of the appraisal process. In such cases, the deadlines for completing appraisal activities may be adjusted or exempted at the appraiser's discretion, with approval of the superintendent or his/her designee. All adjustments or exemptions shall be documented.

In cases where the teacher is assigned to an appraiser who is not an administrator on the teacher's campus, the appraiser shall share all appraisal documentation with a supervisory staff member designated as an administrator on the campus. In such cases, a supervisory staff member designated as an

administrator on the campus shall participate in the summative appraisal conference at the request of either the teacher or the appraiser.

F. A committee of the District Educational Improvement Council (DEIC) shall review the Lago Vista ISD NexGen Teacher Appraisal System periodically. Recommendations for changes to the system shall be presented to the entire DEIC before being submitted to the Superintendent of Schools.

Lago Vista ISD NexGen Teacher Appraisal System

Acknowledgment of Annual Appraisal Training

I, _____, acknowledge that I have been trained on the local system for the appraisal of teaching in Lago Vista ISD and have been furnished a training manual (electronic and/or paper version).

Teacher's Signature _____   Date _____

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Professional Goals Action Plan

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

PROFESSIONAL GOALS

Step 1: Choose 2-3 personal, campus, and/or District areas of emphasis.

Step 2: Write a personal measurable goal – remember to craft a goal that is specific, measurable, attainable, realistic and time-bound.

Step 3: Develop three concrete steps or activities that will assist you in meeting your goal.

Emphasis Area 1:

Goal:

Activities:

1.

2.

3.

Emphasis Area 2:

Goal:

Activities:

1.

2.

3.

Emphasis Area 3:

Goal:

Activities:

1.

2.

3.

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Student Learning Objective Form

Teacher

_____

Campus Assignment _____

Date of Submission _____

Appraiser _____

Student Learning Objective Skill Statement:

Related TEKS:

	INITIAL STUDENT SKILL PROFILE	TARGETED STUDENT SKILL PROFILE
WELL ABOVE TYPICAL	(description)	(description)
ABOVE TYPICAL	(description)	(description)
TYPICAL	(description)	(description)
BELOW TYPICAL	(description)	(description)
WELL BELOW TYPICAL	(description)	(description)

Identify Target Group (Elementary classroom teachers will select their entire class; elementary/intermediate departmentalized teachers or secondary teachers will identify a single targeted class)

Develop a tracking document to set ISP & set TSP for each student in the target group.

How will I guide these students toward growth?

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Walkthrough Form

Instructor Location

☐ Power Zone ☐ Lecture Position ☐ Instructor Work Area ☐ Not in Room

Student-Directed Learning Activities

☐ **Small Group Purposeful Talk:** Students are observed engaged in dialogue, discourse, and discussions relative to learning and/or the instructional activity.

☐ **Critical Writing:** Assessment through the use of critical writing activities specific to the learning objective.

☐ **Performance Assessment:** Assessment through the use of teacher observation of student performance through activities specifically tied to the learning objective (i.e., students are "doing" the standard).

Teacher Instructional Practices

☐ **Framing the Lesson:** The teacher has the learning objective posted in student friendly language and has a closing question or product with every lesson.

☐ **Providing Recognition:** The teacher is observed acknowledging student academic success and/or recognizing specific student accomplishments.

☐ **Reinforcing Effort:** The teacher is observed providing students positive feedback and encouragement for the effort they are putting forth.

☐ Direct teach/lecture/presentation

☐ Teacher-led discussion/Q&A

Higher Order Thinking

☐ **Knowledge:** Student demonstrates knowledge through memorization and recall of previously learned information.

☐ **Comprehension:** Student demonstrates knowledge through the understanding of information and materials.

☐ **Application:** Student demonstrates knowledge through the use of prior information in a new or concrete situation, to solve single or best answer problems.

☐ **Analysis:** Student demonstrates knowledge through the ability to take things apart, to classify and separate ideas and concepts, and/or find evidence to support generalizations.

☐ **Synthesis:** Student demonstrates knowledge through creatively or divergently applying prior knowledge and skills to produce a new or original way of presenting information.

☐ **Evaluation:** Student demonstrates knowledge through the creation of his or her own arguments and the justifications of his or her own opinions about topics.

☐ No observable student work in progress.

Engaged Learning

□ **Extremely engaged:** Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom.

□ **Highly engaged:** Students collaborate to define the process and/or the solution.

□ **Adequately engaged:** Students given options to solve a teacher-directed problem with possible collaboration.

□ **Moderately engaged:** Students solve a teacher-directed problem.

□ **Slightly engaged:** Students report what they have learned only with possible collaboration.

□ **Minimally engaged:** Students report what they have learned only.

□ No observable student engagement.

Technology Integration

□ Technology use is **directly connected and needed for task completion**, and **students determine which application(s)would best address needs**.

□ Technology use is **directly connected to task completion** involving one or more applications.

□ Technology use is **somewhat connected to task completion** involving one or more applications.

□ Technology use appears to be an add-on and is **not needed for task completion**.

□ Technology use is **unrelated to the task**.

□ No student technology use is evident.

□ Student technology use is not needed/inappropriate for the learning objective.

Behavior Interventions & Supports

□ Expectations for behavior and discipline procedures are posted.

□ Uses positive language to reinforce desired behavior.

□ Appropriately redirects disruptive or inappropriate behavior effectively.

□ Circulates the room and interacts with students equitably.

□ Routines/procedures are evident through maximized time on task.

□ Class behavior meets standard.

1st Quarter Self-Assessment Form

Please self-assess your performance in each of the following domains. Check the box you feel best describes your current performance. This information, along with administrator observations and walkthroughs, will be used to complete your 1st Quarter Feedback Form. Upon teacher or administrator request, conferences will be held to discuss this feedback.

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities (Please check one box):

☐ **Exceeding Expectations** – Learning activities are almost entirely student-directed. Every fifteen minutes or less, I interject higher order thinking questions into the lesson and allow students to collaborate with classmates to discuss their learning (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. I incorporate critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom's Taxonomy. Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work. My approach to using performance assessments is well-designed and includes student use, as well as teacher use, of the assessment information.

☐ **Meeting Expectations** – Learning activities are frequently student-directed. During lectures and teacher-centered activities, I pose higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students. I regularly pose pre-planned critical writing prompts that ask students to think at the application level or higher of Bloom's Taxonomy. Instructional outcomes are often assessed by the use of performance assessments. Assessment criteria and standards are clear. I have a well-developed strategy for using performance assessments.

☐ **Below Expectations** – Learning activities are mostly teacher-directed. Lectures are rarely, if ever, interrupted with opportunities for students to talk about their learning/problem solve with their peers (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students. Lessons rarely include opportunities for students to write critically about what they have learned in class. Instructional outcomes are occasionally assessed by the use of performance assessments. Assessment criteria and standards have been developed, but they are not always clear. My approach to using performance assessments is rudimentary.

☐ **Unsatisfactory** – Learning activities are almost entirely teacher-directed. Lectures do not include opportunities for students to talk about their learning/problem solve with their peers (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity. Lessons do not include opportunities for students to write critically about what they have learned in class. Instructional outcomes are rarely, if ever, assessed by the use of performance assessments. Assessments lack criteria by which student performance will be assessed. I have no plan to incorporate performance assessments.

Comments:

Domain 2: Teacher Instructional Practices (Please check one box):

☐ **Exceeding Expectations** – Lesson frames are clearly posted on the board in "We will" and "I will" format. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show you what they learned. Positive language is used frequently during instruction. I frequently ensure that student effort is positively reinforced and achievement is recognized. Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

☐ **Meeting Expectations** – Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it. Positive language is consistently used during instruction. I regularly ensure that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

☐ **Below Expectations** – Lesson objectives and products are either not posted daily or are incomplete. Positive language is rarely used during instruction. I occasionally ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

☐ **Unsatisfactory** - Lesson objectives and products are not posted daily. I do not use positive language during instruction. I rarely ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students from taking intellectual risks.

Comments:

Domain 3: Higher Order Thinking (Please check one box):

☐ **Exceeding Expectations** – My lessons frequently include pre-planned higher order questions. I use a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Students collaborate with others to work on projects and work on assignments that require high levels of critical thinking (application level and above) on a daily basis. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.

☐ **Meeting Expectations** – My lessons regularly include pre-planned higher order questions. While I may use some low-level questions, I pose questions designed to promote student thinking and understanding. I create genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. I challenge students to justify their thinking and successfully engage most students in discussions, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to think at the application level or above on Bloom's Taxonomy. These opportunities are frequently posed in a manner that allows students to work collaboratively. Students are able identify the real-world connections/life relevance to the learning.

☐ **Below Expectations** – My lessons seldom include pre-planned higher order questions. My questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, I attempt to ask some questions designed to engage students in thinking, but only a few students are involved. I attempt to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. The majority of student learning is at the understanding and knowledge levels of Bloom's Taxonomy. Instructional strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with their peers. Students are rarely able to articulate the real world significance of the learning.

☐ **Unsatisfactory** - Lessons do not include pre-planned higher order questions. My questions are of low cognitive complexity, with single correct responses, and may be asked in rapid succession. Interaction with students is predominantly recitation style and I mediate all questions and answers; I accept all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Student learning is mostly at the knowledge level of Bloom's Taxonomy or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers. Students are unable to articulate real world significance of the learning.

Comments:

Domain 4: Engaged Learning (Please check one box):

☐ **Exceeding Expectations** - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. I provide suitable scaffolding and challenge students to explain their thinking. Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. My lessons have a clearly defined structure and the pacing provides students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.

☐ **Meeting Expectations** - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. My lessons have a clearly defined structure and the pacing is appropriate, providing most students the time needed to be intellectually engaged.

☐ **Below Expectations** – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. My lessons have a recognizable structure; however, the pacing of lessons may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time".

☐ **Unsatisfactory** – The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. My lessons have no clearly defined structure or the pace of my lessons is too slow or rushed.

Comments:

Domain 5: Technology Integration (Please check one box):

☐ **Exceeding Expectations** – I am fully aware of and take advantage of the available technology resources for my classroom and routinely seek out new resources or strategies that are appropriate to enrich my students' learning. I consistently create technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. My students are routinely asked to model appropriate uses of technology for their classmates and to explain how technology choices help them learn independently, be creative, or think critically. I build frequent technology use into my lesson design in a way that enhances student learning. During lessons that integrate technology, technology tools are essential for task completion, the technology tasks directly connect to the learning outcomes, and the lesson process and/or product are dependent upon the use of technology. I regularly provide my students with an array of technology tools and require them to determine which tool(s)/application(s) best address the needs of the task at hand. My students and I collaboratively create qualitative indicators of appropriate and effective technology use. While lessons include teacher-led technology use, students are the primary users of technology and technology use is focused on creating, evaluating, and analyzing during both the learning process (accessing information, collecting data, analyzing information, collaborating with others) and the demonstration of learning through the creation of products. My students regularly demonstrate understanding of the importance of digital citizenship and evaluate the extent to which their own technology use demonstrates safe and responsible practices.

☐ **Meeting Expectations** – I am aware of and take advantage of the available technology resources for my classroom, seeking out new resources or strategies that are appropriate to enrich my students' learning. I regularly create technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. I routinely model appropriate uses of technology and explain how technology can help students learn independently, be creative, and think critically. I share and explain qualitative indicators of technology use with my students when assignments are given so that they understand how to use technology appropriately and know what is expected. I regularly incorporate technology use into my lesson design in a way that enhances student learning. During lessons that integrate technology, technology tools facilitate task completion, and the technology tasks connect to the learning outcomes. I regularly guide my students through the use of one or more tool(s)/application(s)and discuss why the tool(s) best address(es) the process and/or product needs of the task. I use technology when presenting information and regularly incorporate student technology use focused on group and/or individual open-ended problem-solving, accessing information, and the demonstration of learning through the creation of products. My lessons that integrate technology are also designed to help students understand the importance of digital citizenship.

□ **Below Expectations** – I am somewhat aware of the available technology resources for my classroom, and I occasionally take advantage of the technology resources with which I am familiar. I seek out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. My lessons occasionally include technology-integrated learning activities or include activities where technology is an add-on that is only somewhat needed/not needed for task completion. My learning activities that incorporate the student use of technology may focus on lower-order thinking skills or involve only product-oriented technology. I am the primary user of technology during lessons, which is used to present information in a one-to-many learning environment. I rarely model appropriate technology use and only occasionally incorporate student participation in the use of technology during instruction. Student technology use is infrequent, focuses primarily on the creation of products that could be replicated without technology, or consists primarily of students working individually on learning games/apps.

□ **Unsatisfactory** – I am not aware of the available technology resources for my classroom or do not take advantage of the available resources. I do not seek out new technology resources or ways to effectively integrate technology into my teaching. Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology (i.e., games, rewards). In my classroom, technology is almost exclusively used during teacher presentations in a one-to-many learning environment or it is not used at all. I rarely model technology use or incorporate student participation in the use of technology during instruction.

Comments:

Domain 6: Behavior Interventions & Supports (Please check one box):

✔ Expectations for behavior and discipline procedures are posted.
✔ I use positive language to reinforce desired behavior.
✔ I appropriately redirect disruptive or inappropriate behavior effectively.
✔ I circulate the room and interact with students equitably.
✔ My classroom routines/procedures are evident through maximized time on task.
✔ Class behavior in my classes meet standard.

□ **Exceeding Expectations** – I meet District standards 100% of the time.

□ **Meeting Expectations** – I meet District standards with only a few exceptions.

□ **Below Expectations** – I frequently fail to meet District standards.

□ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 7: Student Learning Objectives (Please check one box):

✔ I have crafted a high-quality skill statement that can be developed throughout the curriculum
✔ I have set beginning of year skill profiles using multiple sources of data.
✔ I have set student growth goals that reflect high expectations for students.

□ **Exceeding Expectations** – I meet District standards 100% of the time.

□ **Meeting Expectations** – I meet District standards with only a few exceptions.

□ **Below Expectations** – I frequently fail to meet District standards.

□ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development (last 12 months excluding required staff development) (Please check one box):

☐ **Exceeding Expectations** – I seek out opportunities for professional development and make a systematic effort to conduct action research, investigating factors that affect teaching and learning and reflecting on the findings from my own practice to inform my instructional practice. I solicit feedback on practice from both supervisors and colleagues. I initiate important activities to contribute to the profession.

☐ **Meeting Expectations** – I seek out opportunities for professional development to enhance my content knowledge and pedagogical skill. I actively engage with colleagues and supervisors in professional conversation about practice, including feedback about practice. I participate actively in assisting other educators and look for ways to contribute to the profession.

☐ **Below Expectations** – I participate to a limited extent in professional activities when they are convenient. I engage in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. I find limited ways to assist other teachers and contribute to the profession.

☐ **Unsatisfactory** – I engage in no professional development activities to enhance my knowledge or skill. I resist feedback on teaching performance from either supervisors or more experienced colleagues. I make no effort to share knowledge with others or to assume professional development responsibilities.

Comments:

8.2 - Communicating with Families (Please check one box):

☐ **Exceeding Expectations** – I communicate frequently with families in a culturally sensitive manner, with students contributing to the communication. I respond to family concerns with professionalism and sensitivity. My efforts to engage families in the instructional program are frequent and successful.

☐ **Meeting Expectations** – I provide frequent and appropriate information to families about my instructional program and convey information about individual student progress in a sensitive manner. I make some attempts to engage families in the instructional program.

☐ **Below Expectations** – I make sporadic attempts to communicate with families about our instructional program and about the progress of individual students but do not attempt to engage families in the instructional program. Moreover, the communication that does take place may not always be sensitive to those families.

☐ **Unsatisfactory** – I provide little information about the instructional program to families; my communication about students' progress is minimal. I do not respond, or respond insensitively, to parental concerns.

Comments:

8.3 - Participating in the Professional Community (Please check one box):

☐ **Exceeding Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I take initiative in assuming leadership among the faculty. I take a leadership role in promoting a culture of professional inquiry. I volunteer to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.

☐ **Meeting Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I actively participate in a culture of professional inquiry. I volunteer to participate in school events and in school and District projects, making a substantial contribution.

☐ **Below Expectations** – I maintain cordial relationships with colleagues to fulfill duties that the school or District requires. I participate in the school's culture of professional inquiry when invited to do so. I participate in school events and school and District projects when specifically asked.

☐ **Unsatisfactory** – My relationships with colleagues are negative or self-serving. I avoid participation in a professional culture of inquiry, resisting opportunities to become involved. I avoid becoming involved in school events or school and District projects.

Comments:

8.4 – Use of Data for Improvement of Student Performance (Please check one box):

☐ **Exceeding Expectations** – My instruction is planned and differentiated based on student data.

☐ **Meeting Expectations** – I ensure that data is used to track student progress and make instructional decisions.

☐ **Below Expectations** – Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.

☐ **Unsatisfactory** – I do not use data to track student progress.

Comments:

8.5 – Maintaining Accurate Records (Please check one box):

☐ **Exceeding Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. I work with peers to provide information regarding student progress in special programs. I work with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.

☐ **Meeting Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

☐ **Below Expectations** – My system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. My records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.

☐ **Unsatisfactory** – My system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. My records are not well-maintained, the result being errors and confusion.

Comments:

8.6 – Campus Procedures and Requirements (Please check one box):

☐ **Exceeding Expectations** – I meet directives and guidelines. Procedures are completed in a timely manner without prompting. I am consistently on time for arrival, duty, and/or required meetings.

☐ **Meeting Expectations** – I follow directives and guidelines and rarely need reminders regarding procedures. I am on time for arrival, duty, and/or required meetings with only a few exceptions.

☐ **Below Expectations** – I intermittently follow directives and guidelines and need reminders regarding procedures. I am intermittently late for arrival, duty, and/or required meetings.

☐ **Unsatisfactory** – I do not follow directives or guidelines and require frequent reminders regarding procedures. I am frequently late for arrival, duty, and/or required meetings.

Comments:

8.7 – Professional Appearance (Please check one box):

☐ **Exceeding Expectations** – I meet District and campus standards for professional dress 100% of the time.

☐ **Meeting Expectations** – I meet District and campus standards for professional dress with only a few exceptions.

☐ **Below Expectations** – I frequently fail to meet District and/or campus standards for professional dress.

☐ **Unsatisfactory** – I consistently fail to meet District and/or campus standards for professional dress.

Comments:

Section B: Support of School-wide Expectations

[CONTENT MAY VARY BY CAMPUS]:
☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments:

1ˢᵗ Quarter Feedback Form

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities

Critical Attributes

✔ Student-Directed Learning Activities
✔ Small Group Purposeful Talk
✔ High-Level Activities Aligned to Instructional Goals

✔ Differentiation
✔ Critical Writing
✔ Performance Assessments

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Domain 2: Teacher Instructional Practices

Critical Attributes

✔ Lesson Frame
✔ Providing Recognition

✔ Reinforcing Effort
✔ Encouraging Intellectual Risk

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Domain 3: Higher Order Thinking

Critical Attributes

✔ Pre-Planned Higher Order Questions
✔ Application Level of Bloom's or Above
✔ Focus on the Reasoning in Discussions
✔ High Levels of Student Participation in Discussion

✔ Student Collaboration
✔ Real World Connections to the Learning

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Revised 07/2023

Domain 4: Engaged Learning

Critical Attributes
- ✔ Student Collaboration to Define the Task, Process, and/or Solution
- ✔ Student Enthusiasm, Interest, Thinking, & Problem Solving
- ✔ Learning Tasks Require High-Level Thinking
- ✔ Students Highly Motivated to Work on All Tasks
- ✔ Students are Persistent with Challenging Tasks
- ✔ Suitable Pacing of Lessons

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 5: Technology Integration

Critical Attributes
- ✔ Awareness/Utilization of Technology Resources
- ✔ Technology Facilitated Critical Thinking, Problem Solving, & Creativity
- ✔ Technology Use Connects to Learning Outcomes
- ✔ Process/Product are Dependent on Technology
- ✔ Qualitative Indicators of Appropriate/Effective Technology Use
- ✔ Digital Citizenship
- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

Critical Attributes
- ✔ Posted Expectations and Procedures
- ✔ Positive Reinforcement of Desired Behavior
- ✔ Redirection of Inappropriate Behavior
- ✔ Teaching in the Power Zone
- ✔ Maximized Time on Task
- ✔ Class Behavior Meets Expectations

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 7: Student Learning Objective

Critical Attributes
- ✔ Creating a Student Learning Objective
- ✔ Student Progress Monitoring
- ✔ Student Mastery of Learning Outcomes

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development *(last 12 months excluding required staff development)*

Critical Attributes
- ✔ Participation in Professional Development Goals and Activities that are Aligned to Campus and/or District Goals
- ✔ Seeking Out Activities to Enhance Content Knowledge and Pedagogical Skills
- ✔ Engaging in Professional Dialogue About Practice, Including Feedback
- ✔ Contributing to the Profession

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

8.2 - Communicating with Families

Critical Attributes
- ✔ Frequent and Appropriate Communication with Families About Student Progress
- ✔ Professionalism and Sensitivity
- ✔ Information About Student Progress
- ✔ Reaching Out to Engage Families in the Instructional Program

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

8.3 - Participating in the Professional Community

Critical Attributes
- ✔ Supportive and Cooperative Relationship with Colleagues
- ✔ Active Participation in the Culture of Professional Inquiry
- ✔ Participation in School and/or District Project

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

8.4 – Use of Data for Improvement of Student Performance

Critical Attributes
- ✔ Data Informed Instruction and Differentiation
- ✔ Tracking Student Progress

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Revised 07/2023

8.5 – Maintaining Accurate Records

Critical Attributes
✔ Effective System for Maintaining Instructional and Non-Instructional Records
✔ Records to Document and Track Student Completion of Assignments and Student Progress in Learning

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

8.6 – Campus Procedures and Requirements

Critical Attributes
✔ Follows Directives and Guidelines
✔ Timely Completion of Assigned Activities
✔ Punctuality

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

8.7 – Professional Appearance

Critical Attributes
✔ Adherence to District and Campus Standards for Professional Dress

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Revised 07/2023

Section B: Support of School-Wide Expectations

[CONTENT MAY VARY BY CAMPUS]:
- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Professional Growth Plan

A teacher whose performance meets one of the following circumstances shall be placed on a Professional Growth Plan:

- a teacher who is evaluated as unsatisfactory in one or more domains; or

- a teacher who is evaluated as below expectations in two or more domains.

Check if appropriate: Professional Growth Plan Needed

Bottom of Form

NexGen

Lago Vista ISD NexGen Teacher
Appraisal System

*Midyear Professional Goals
& Student Learning Objective Reflection*

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

Emphasis Area 1:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Completion of Activities:

Reflection on Progress:

Adjustments for goal attainment, if necessary:

Emphasis Area 2:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Completion of Activities:

Reflection on Progress:

Adjustments for goal attainment, if necessary:

Emphasis Area 3:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Completion of Activities:

Reflection on Progress:

Adjustments for goal attainment, if necessary:

Student Learning Objective Reflection:

Skill Statement:

Data collected to monitor student growth:

Reflection on progress:

Adjustments to instructional strategies, if necessary:

NexGen

Lago Vista ISD NexGen Teacher Appraisal System

Classroom Observation Form

Teacher _____   Campus Assignment _____

Date of Observation _____   Time of Observation _____

Appraiser _____   Date of Submission _____

Domain 1: Student-Directed Learning Activities

Critical Attributes

✔ Student-Directed Learning Activities
✔ Small Group Purposeful Talk
✔ High-Level Activities Aligned to Instructional Goals

✔ Differentiation
✔ Critical Writing
✔ Performance Assessments

☐ **Small Group Purposeful Talk:** Students are observed engaged in dialogue, discourse, and discussions relative to learning and/or the instructional activity.

☐ **Critical Writing:** Assessment through the use of critical writing activities specific to the learning objective.

☐ **Performance Assessment:** Assessment through the use of teacher observation of student performance through activities specifically tied to the learning objective (i.e., students are "doing" the standard).

Comments or Suggestions:

Domain 2: Teacher Instructional Practices

Critical Attributes

✔ Lesson Frame
✔ Providing Recognition

✔ Reinforcing Effort
✔ Encouraging Intellectual Risk

☐ **Framing the Lesson:** The teacher has the learning objective posted in student friendly language and has a closing question or product with every lesson.

☐ **Providing Recognition:** The teacher is observed acknowledging student academic success and/or recognizing specific student accomplishments.

☐ **Reinforcing Effort:** The teacher is observed providing students positive feedback and encouragement for the effort they are putting forth.

☐ Direct teach/lecture/presentation

☐ Teacher-led discussion/Q&A

Comments or Suggestions:

Domain 3: Higher Order Thinking

Critical Attributes

✔ Pre-Planned Higher Order Questions
✔ Application level of Bloom's Taxonomy or Above
✔ Focus on the Reasoning in Discussions
✔ High levels of Student Participation in Discussion
✔ Student Collaboration
✔ Real World Connections to the Learning

☐ **Knowledge:** Student demonstrates knowledge through memorization and recall of previously learned information.

☐ **Comprehension:** Student demonstrates knowledge through the understanding of information and materials.

☐ **Application:** Student demonstrates knowledge through the use of prior information in a new or concrete situation, to solve single or best answer problems.

☐ **Analysis:** Student demonstrates knowledge through the ability to take things apart, to classify and separate ideas and concepts, and/or find evidence to support generalizations.

☐ **Synthesis:** Student demonstrates knowledge through creatively or divergently applying prior knowledge and skills to produce a new or original way of presenting information.

☐ **Evaluation:** Student demonstrates knowledge through the creation of his or her own arguments and the justifications of his or her own opinions about topics.

☐ No observable student work in progress.

Comments or Suggestions:

Domain 4: Engaged Learning

Critical Attributes

✔ Student Collaboration to Define the Task, Process, and/or Solution
✔ Student Enthusiasm, Interest, Thinking, & Problem Solving
✔ Learning Tasks Requiring High-Level Student Thinking
✔ Students Highly Motivated to Work on All Tasks
✔ Students are Persistent with Challenging Tasks
✔ Suitable Pacing of Lessons

☐ **Extremely engaged:** Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom.

☐ **Highly engaged:** Students collaborate to define the process and/or the solution.

☐ **Adequately engaged:** Students given options to solve a teacher-directed problem with possible collaboration.

☐ **Moderately engaged:** Students solve a teacher-directed problem.

☐ **Slightly engaged:** Students report what they have learned only with possible collaboration.

☐ **Minimally engaged:** Students report what they have learned only.

☐ No observable student engagement.

Comments or Suggestions:

Domain 5: Technology Integration

Critical Attributes

✔ Awareness/Utilization of Technology Resources
✔ Technology Facilitated Critical Thinking, Problem Solving, & Creativity
✔ Technology Use Connects to Learning Outcomes
✔ Learning Process/Product are Dependent on the Use of Technology
✔ Qualitative Indicators of Appropriate/Effective Technology Use
✔ Digital Citizenship

□ Technology use is directly connected and needed for task completion, and students determine which application(s)would best address needs.
□ Technology use is directly connected to task completion involving one or more applications.
□ Technology use is somewhat connected to task completion involving one or more applications.
□ Technology use appears to be an add-on and is not needed for task completion.
□ Technology use is unrelated to the task.
□ No student technology use is evident.
□ Student technology use is not needed/inappropriate for the learning objective.

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

Critical Attributes

✔ Posted Expectations and Procedures
✔ Positive Reinforcement of Desired Behavior
✔ Redirection of Inappropriate Behavior
✔ Teaching in the Power Zone
✔ Maximized Time on Task
✔ Class Behavior Meets Expectations

□ Expectations for behavior and discipline procedures are posted.
□ Uses positive language to reinforce desired behavior.
□ Appropriately redirects disruptive or inappropriate behavior effectively.
□ Circulates the room and interacts with students equitably.
□ Routines/procedures are evident through maximized time on task.
□ Class behavior meets standard.

Comments or Suggestions:

Summary Comments:

To the Teacher:
1. *After receiving this document from your appraiser, review it carefully. Ensure that you understand each mark on the observation evaluation instrument. The teacher or appraiser may request a post-observation meeting.*
2. *Sign the document electronically.*
3. *If you believe this observation evaluation is not accurate, you may request a second observation by an alternate appraiser. This request must be made in writing to the appraiser within 10 working days of receipt of the observation evaluation summary. If you believe this observation evaluation is not accurate but you do not wish to request a second observation, you may write a rebuttal to the observation evaluation and present it to your appraiser within 10 working days of receipt of the observation evaluation summary. The appraiser shall ensure that the rebuttal is attached to the original observation evaluation document filed in the teacher's personnel file.*

I acknowledge that I have read this observation, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

_____   _____
Teacher's Signature/Date   Appraiser's Signature/Date

Revised 05/2017

3ʳᵈ Quarter Self-Assessment & Professional Goals & Student Learning Objective Summary

Please self-assess your performance in each of the following domains. Check the box you feel best describes your performance for the year related to the domains and descriptors, as well as your self-assessment of the impact of the staff development activities listed the Professional Goals Action. Upon teacher or administrator request, conferences will be held to discuss this feedback.

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities (Please check one box):

☐ **Exceeding Expectations** – Learning activities are almost entirely student-directed. Every fifteen minutes or less, I interject higher order thinking questions into the lesson and allow students to collaborate with classmates to discuss their learning (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. I incorporate critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom's Taxonomy. Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work. My approach to using performance assessments is well-designed and includes student use, as well as teacher use, of the assessment information.

☐ **Meeting Expectations** – Learning activities are frequently student-directed. During lectures and teacher-centered activities, I pose higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students. I regularly pose pre-planned critical writing prompts that ask students to think at the application level or higher of Bloom's Taxonomy. Instructional outcomes are often assessed by the use of performance assessments. Assessment criteria and standards are clear. I have a well-developed strategy for using performance assessments.

☐ **Below Expectations** – Learning activities are mostly teacher-directed. Lectures are rarely, if ever, interrupted with opportunities for students to talk about their learning/problem solve with their peers (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students. Lessons rarely include opportunities for students to write critically about what they have learned in class. Instructional outcomes are occasionally assessed by the use of performance assessments. Assessment criteria and standards have been developed, but they are not always clear. My approach to using performance assessments is rudimentary.

☐ **Unsatisfactory** – Learning activities are almost entirely teacher-directed. Lectures do not include opportunities for students to talk about their learning/problem solve with their peers (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity. Lessons do not include opportunities for students to write critically about what they have learned in class. Instructional outcomes are rarely, if ever, assessed by the use of performance assessment. Assessments lack criteria by which student performance will be assessed. I have no plan to incorporate performance assessments.

Comments:

Domain 2: Teacher Instructional Practices (Please check one box):

☐ **Exceeding Expectations** – Lesson frames are clearly posted on the board in "We will" and "I will" format. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show you what they learned. Positive language is used frequently during instruction. I frequently ensure that student effort is positively reinforced and achievement is recognized. Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

☐ **Meeting Expectations** – Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it. Positive language is consistently used during instruction. I regularly

Revised 05/2017

ensure that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

☐ **Below Expectations** – Lesson objectives and products are either not posted daily or are incomplete. Positive language is rarely used during instruction. I occasionally ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

☐ **Unsatisfactory** - Lesson objectives and products are not posted daily. I do not use positive language during instruction. I rarely ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students from taking intellectual risks.

Comments:

Domain 3: Higher Order Thinking (Please check one box):

☐ **Exceeding Expectations** – My lessons frequently include pre-planned higher order questions. I use a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Students collaborate with others to work on projects and work on assignments that require high levels of critical thinking (application level and above) on a daily basis. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.

☐ **Meeting Expectations** – My lessons regularly include pre-planned higher order questions. While I may use some low-level questions, I pose questions designed to promote student thinking and understanding. I create genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. I challenge students to justify their thinking and successfully engage most students in discussions, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to think at the application level or above on Bloom's Taxonomy. These opportunities are frequently posed in a manner that allows students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Below Expectations** – My lessons seldom include pre-planned higher order questions. My questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, I attempt to ask some questions designed to engage students in thinking, but only a few students are involved. I attempt to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. The majority of student learning is at the understanding and knowledge levels of Bloom's Taxonomy. Instructional strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with their peers. Students are rarely able to articulate the real world significance of the learning.

☐ **Unsatisfactory** - Lessons do not include pre-planned higher order questions. My questions are of low cognitive complexity, with single correct responses, and may be asked in rapid succession. Interaction with students is predominantly recitation style and I mediate all questions and answers; I accept all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Student learning is mostly at the knowledge level of Bloom's Taxonomy or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers. Students are unable to articulate real world significance of the learning.

Comments:

Domain 4: Engaged Learning (Please check one box):

☐ **Exceeding Expectations** - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. I provide suitable scaffolding and challenge students to explain their thinking. Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. My lessons have a clearly defined structure and the pacing provides students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.

☐ **Meeting Expectations** - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. My lessons have a clearly defined structure and the pacing is appropriate, providing most students the time needed to be intellectually engaged.

☐ **Below Expectations** – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. My lessons have a recognizable structure; however, the pacing of lessons may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time".

☐ **Unsatisfactory** - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. My lessons have no clearly defined structure or the pace of my lessons is too slow or rushed.

Comments:

Domain 5: Technology Integration (Please check one box):

☐ **Exceeding Expectations** - I am fully aware of and take advantage of the available technology resources for my classroom and routinely seek out new resources or strategies that are appropriate to enrich my students' learning. I consistently create technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. My students are routinely asked to model appropriate uses of technology for their classmates and to explain how technology choices help them learn independently, be creative, or think critically. I build frequent technology use into my lesson design in a way that enhances student learning. During lessons that integrate technology, technology tools are essential for task completion, the technology tasks directly connect to the learning outcomes, and the lesson process and/or product are dependent upon the use of technology. I regularly provide my students with an array of technology tools and require them to determine which tool(s)/application(s) best address the needs of the task at hand. My students and I collaboratively create qualitative indicators of appropriate and effective technology use. While lessons include teacher-led technology use, students are the primary users of technology and technology use is focused on creating, evaluating, and analyzing during both the learning process (accessing information, collecting data, analyzing information, collaborating with others) and the demonstration of learning through the creation of products. My students regularly demonstrate understanding of the importance of digital citizenship and evaluate the extent to which their own technology use demonstrates safe and responsible practices.

☐ **Meeting Expectations** - I am aware of and take advantage of the available technology resources for my classroom, seeking out new resources or strategies that are appropriate to enrich my students' learning. I regularly create technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. I routinely model appropriate uses of technology and explain how technology can help students learn independently, be creative, and think critically. I share and explain qualitative indicators of technology use with my students when assignments are given so that they understand how to use technology appropriately and know what is expected. I regularly incorporate technology use into my lesson design in a way that enhances student learning. During lessons that integrate technology, technology tools facilitate task completion, and the technology tasks connect to the learning outcomes. I regularly guide my students through the use of one or more tool(s)/application(s)and discuss why the tool(s) best address(es) the process and/or product needs of the task. I use technology when presenting information and regularly incorporate student technology use focused on group and/or individual open-ended problem-solving, accessing information, and the demonstration of learning through the creation of products. My lessons that integrate technology are also designed to help students understand the importance of digital citizenship.

☐ **Below Expectations** - I am somewhat aware of the available technology resources for my classroom, and I occasionally take advantage of the technology resources with which I am familiar. I seek out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. My lessons occasionally include technology-integrated learning activities or include activities where technology is an add-on that is only somewhat needed/not needed for task completion. My learning activities that incorporate the student use of technology may focus on lower-order thinking skills or involve only product-oriented technology. I am the primary user of technology during lessons, which is used to present information in a one-to-many learning environment. I rarely model appropriate technology use and only occasionally incorporate student participation in the use of technology during instruction. Student technology use is infrequent, focuses primarily on the creation of products that could be replicated without technology, or consists primarily of students working individually on learning games/apps.

☐ **Unsatisfactory** – I am not aware of the available technology resources for my classroom or do not take advantage of the available resources. I do not seek out new technology resources or ways to effectively integrate technology into my teaching. Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology (i.e., games, rewards). In my classroom, technology is almost exclusively used during teacher presentations in a one-to-many learning environment or it is not used at all. I rarely model technology use or incorporate student participation in the use of technology during instruction.

Comments:

Domain 6: Behavior Interventions & Supports (Please check one box):

✔ Expectations for behavior and discipline procedures are posted.
✔ I use positive language to reinforce desired behavior.
✔ I appropriately redirect disruptive or inappropriate behavior effectively.
✔ I circulate the room and interact with students equitably.
✔ My classroom routines/procedures are evident through maximized time on task.
✔ Class behavior in my classes meet standard.

☐ **Exceeding Expectations** – I meet District standards 100% of the time.

☐ **Meeting Expectations** – I meet District standards with only a few exceptions.

☐ **Below Expectations** – I frequently fail to meet District standards.

☐ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 7: Student Learning Objectives (Please check one box):

✔ I have crafted a high-quality skill statement that can be developed throughout the curriculum
✔ I have set beginning of year skill profiles using multiple sources of data.
✔ I have set student growth goals that reflect high expectations for students.
✔ I monitor student progress, collect data, reflect on my pedagogy, and make successful adjustments to strategies, as needed.
✔ All or almost all of my students demonstrate targeted mastery.
✔ I have compiled a valid and reliable body of evidence that accurately documents students' end of year growth.

☐ **Exceeding Expectations** – I meet District standards 100% of the time.

☐ **Meeting Expectations** – I meet District standards with only a few exceptions.

☐ **Below Expectations** – I frequently fail to meet District standards.

☐ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development (last 12 months excluding required staff development) (Please check one box):

☐ **Exceeding Expectations** – I seek out opportunities for professional development and make a systematic effort to conduct action research, investigating factors that affect teaching and learning and reflecting on the findings from my own practice to inform my instructional practice. I solicit feedback on practice from both supervisors and colleagues. I initiate important activities to contribute to the profession.

☐ **Meeting Expectations** – I seek out opportunities for professional development to enhance my content knowledge and pedagogical skill. I actively engage with colleagues and supervisors in professional conversation about practice, including feedback about practice. I participate actively in assisting other educators and look for ways to contribute to the profession.

☐ **Below Expectations** – I participate to a limited extent in professional activities when they are convenient. I engage in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. I find limited ways to assist other teachers and contribute to the profession.

☐ **Unsatisfactory** – I engage in no professional development activities to enhance my knowledge or skill. I resist feedback on teaching performance from either supervisors or more experienced colleagues. I make no effort to share knowledge with others or to assume professional development responsibilities.

Comments:

8.2 - Communicating with Families (Please check one box):

☐ **Exceeding Expectations** – I communicate frequently with families in a culturally sensitive manner, with students contributing to the communication. I respond to family concerns with professionalism and sensitivity. My efforts to engage families in the instructional program are frequent and successful.

☐ **Meeting Expectations** – I provide frequent and appropriate information to families about my instructional program and convey information about individual student progress in a sensitive manner. I make some attempts to engage families in the instructional program.

☐ **Below Expectations** – I make sporadic attempts to communicate with families about our instructional program and about the progress of individual students but do not attempt to engage families in the instructional program. Moreover, the communication that does take place may not always be sensitive to those families.

☐ **Unsatisfactory** – I provide little information about the instructional program to families; my communication about students' progress is minimal. I do not respond, or respond insensitively, to parental concerns.

Comments:

8.3 - Participating in the Professional Community (Please check one box):

☐ **Exceeding Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I take initiative in assuming leadership among the faculty. I take a leadership role in promoting a culture of professional inquiry. I volunteer to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.

☐ **Meeting Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I actively participate in a culture of professional inquiry. I volunteer to participate in school events and in school and District projects, making a substantial contribution.

☐ **Below Expectations** – I maintain cordial relationships with colleagues to fulfill duties that the school or District requires. I participate in the school's culture of professional inquiry when invited to do so. I participate in school events and school and District projects when specifically asked.

☐ **Unsatisfactory** – My relationships with colleagues are negative or self-serving. I avoid participation in a professional culture of inquiry, resisting opportunities to become involved. I avoid becoming involved in school events or school and District projects.

Comments:

8.4 – Use of Data for Improvement of Student Performance (Please check one box):

☐ **Exceeding Expectations** – My instruction is planned and differentiated based on student data.

☐ **Meeting Expectations** – I ensure that data is used to track student progress and make instructional decisions.

☐ **Below Expectations** – Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.

☐ **Unsatisfactory** – I do not use data to track student progress.

Comments:

8.5 – Maintaining Accurate Records (Please check one box):

☐ **Exceeding Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. I work with peers to provide information regarding student progress in special programs. I work with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.

☐ **Meeting Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

☐ **Below Expectations** – My system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. My records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.

☐ **Unsatisfactory** – My system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. My records are not well-maintained, the result being errors and confusion.

Comments:

8.6 – Campus Procedures and Requirements (Please check one box):

☐ **Exceeding Expectations** – I meet directives and guidelines. Procedures are completed in a timely manner without prompting. I am consistently on time for arrival, duty, and/or required meetings.

☐ **Meeting Expectations** – I follow directives and guidelines and rarely need reminders regarding procedures. I am on time for arrival, duty, and/or required meetings with only a few exceptions.

☐ **Below Expectations** – I intermittently follow directives and guidelines and need reminders regarding procedures. I am intermittently late for arrival, duty, and/or required meetings.

☐ **Unsatisfactory** – I do not follow directives or guidelines and require frequent reminders regarding procedures. I am frequently late for arrival, duty, and/or required meetings.

Comments:

8.7 – Professional Appearance (Please check one box):

☐ **Exceeding Expectations** – I meet District and campus standards for professional dress 100% of the time.

☐ **Meeting Expectations** – I meet District and campus standards for professional dress with only a few exceptions.

☐ **Below Expectations** – I frequently fail to meet District and/or campus standards for professional dress.

☐ **Unsatisfactory** – I consistently fail to meet District and/or campus standards for professional dress.

Comments:

Section B: Support of School-wide Expectations

[CONTENT MAY VARY BY CAMPUS]:
☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments:

Section C: Professional Goals Summary

Emphasis Area 1:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Verification of Activities:

Reflection on Goal Attainment:

Emphasis Area 2:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Verification of Activities:

Reflection on Goal Attainment:

Emphasis Area 3:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Verification of Activities:

Reflection on Goal Attainment:

Section D: Student Learning Objective Summary

Skill Statement:

Percentage of students meeting growth targets:

Reflection on Student Learning Objective:

Lago Vista ISD NexGen Teacher Appraisal System

Summative Appraisal Form

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

Domain 1: Student-Directed Learning Activities

Critical Attributes

✔ Student-Directed Learning Activities   ✔ Differentiation
✔ Small Group Purposeful Talk   ✔ Critical Writing
✔ High-Level Activities Aligned to Instructional Goals   ✔ Performance Assessments

☐ **Exceeds Expectations** – Learning activities are almost entirely student-directed. Every fifteen minutes or less, teacher interjects higher order thinking questions into the lesson and allows students to collaborate with classmates to discuss their learning (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Teacher incorporates critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom's Taxonomy. Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work. The approach to using performance assessments is well-designed and includes student use, as well as teacher use, of the assessment information.

☐ **Meets Expectations** – Learning activities are frequently student-directed. During lectures and teacher-centered activities, teacher poses higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students. Teacher regularly poses a pre-planned critical writing prompt that asks students to think at the application level or higher of Bloom's Taxonomy. Instructional outcomes are often assessed by the use of performance assessments. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using performance assessments.

☐ **Below Expectations** – Learning activities are mostly teacher-directed. Lectures are rarely, if ever, interrupted with opportunities for students to talk about their learning/problem solve with their peers (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students. Lessons rarely include opportunities for students to write critically about what they have learned in class. Instructional outcomes are occasionally assessed by the use of performance assessments. Assessment criteria and standards have been developed, but they are not always clear. The teacher's approach to using performance assessments is rudimentary.

☐ **Unsatisfactory** – Learning activities are almost entirely teacher-directed. Lectures do not include opportunities for students to talk about their learning/problem solve with their peers (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity. Lessons do not include opportunities for students to write critically about what they have learned in class. Instructional outcomes are rarely, if ever, assessed by the use of performance assessments. Assessments lack criteria by which student performance will be assessed. The teacher has no plan to incorporate performance assessments.

Comments or Suggestions:

Domain 2: Teacher Instructional Practices

Critical Attributes
✔ Lesson Frame
✔ Providing Recognition
✔ Reinforcing Effort
✔ Encouraging Intellectual Risk

☐ **Exceeds Expectations** – Lesson frames are clearly posted on the board in "We will" and "I will" format. Lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show the teacher what they learned. Positive language is used frequently during instruction. Teacher frequently ensures that student effort is positively reinforced and achievement is recognized. Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

☐ **Meets Expectations** – Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it. Positive language is consistently used during instruction. Teacher regularly ensures that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

☐ **Below Expectations** – Lesson objectives and products are either not posted daily or are incomplete. Positive language is rarely used during instruction. Teacher occasionally ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

☐ **Unsatisfactory** - Lesson objectives and products are not posted daily. Positive language is not used during instruction. Teacher rarely ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students to take intellectual risks.

Comments or Suggestions:

Domain 3: Higher Order Thinking

Critical Attributes
✔ Pre-Planned Higher Order Questions
✔ Application level of Bloom's Taxonomy or Above
✔ Focus on the Reasoning in Discussions
✔ High levels of Student Participation in Discussion
✔ Student Collaboration
✔ Real World Connections to the Learning

☐ **Exceeds Expectations** – Lessons frequently include pre-planned higher order questions. The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Students collaborate with others to work on projects and work on assignments that require high levels of critical thinking (application level and above) on a daily basis. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.

☐ **Meets Expectations** – Lessons regularly include pre-planned higher order questions. While the teacher may use some low-level questions, the teacher poses questions designed to promote student thinking and understanding. The teacher creates genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in discussions, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to think at the application level or above on Bloom's Taxonomy. These opportunities are frequently posed in a manner that allows students to work collaboratively. Students are able identify the real-world connections/life relevance to the learning.

☐ **Below Expectations** – Lessons seldom include pre-planned higher order questions. Questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. The majority of student learning is at the understanding and knowledge levels of Bloom's Taxonomy. Instructional

strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with peers. Students are rarely able to articulate the real world significance of the learning.

☐ **Unsatisfactory** - Lessons do not include pre-planned higher order questions. The teacher's questions are of low cognitive complexity, with single correct responses, and may be asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. The teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Student learning is mostly at the knowledge level of Bloom's Taxonomy or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers. Students are unable to articulate real world significance of the learning.

Comments or Suggestions:

Domain 4: Engaged Learning

Critical Attributes
- ✔ Student Collaboration to Define the Task, Process, and/or Solution
- ✔ Student Enthusiasm, Interest, Thinking, & Problem Solving
- ✔ Learning Tasks Requiring High-Level Student Thinking
- ✔ Students Highly Motivated to Work on All Tasks
- ✔ Students are Persistent with Challenging Tasks
- ✔ Suitable Pacing of Lessons

☐ **Exceeds Expectations** - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

☐ **Meets Expectations** - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. Lessons have a clearly defined structure, and the pacing of lessons is appropriate, providing most students the time needed to be intellectually engaged.

☐ **Below Expectations** – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. Lessons have a recognizable structure; however, the pacing of lessons may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."

☐ **Unsatisfactory** - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. Lessons have no clearly defined structure or the pace of lessons is too slow or rushed.

Comments or Suggestions:

Domain 5: Technology Integration

Critical Attributes
- ✔ Awareness/Utilization of Technology Resources
- ✔ Technology Facilitated Critical Thinking, Problem Solving, & Creativity
- ✔ Technology Use Connects to Learning Outcomes
- ✔ Process/Product are Dependent Technology
- ✔ Qualitative Indicators of Appropriate/Effective Technology Use
- ✔ Digital Citizenship

☐ **Exceeds Expectations** - The teacher is fully aware and takes advantage of the available technology resources and routinely seeks out new resources or strategies that are appropriate to enrich student learning. The teacher creates technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. Students routinely model appropriate uses of technology and explain how technology choices help them learn independently, be creative, or think critically.   The teacher builds frequent technology use into lesson design in a way that enhances student learning. During lessons that integrate technology, technology tools are essential for task completion, the technology tasks directly connect to the learning outcomes, and the lesson process and/or product are dependent upon the use of technology. The teacher regularly provides students with an array of technology tools and requires them

to determine which tool(s)/application(s) best address the needs of the task at hand. The teacher collaborates with students to create qualitative indicators of appropriate and effective technology use. While lessons include teacher-led technology use, students are the primary users of technology and technology use is focused on creating, evaluating, and analyzing during both the learning process (accessing information, collecting data, analyzing information, collaborating with others) and the demonstration of learning through the creation of products. Students regularly demonstrate understanding of the importance of digital citizenship and evaluate the extent to which their own technology use demonstrates safe and responsible practices.

☐ **Meets Expectations** - The teacher is aware and takes advantage of the available technology resources, seeking out new resources or strategies that are appropriate to enrich student learning. The teacher regularly creates technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. The teacher models appropriate uses of technology and explains how technology can help students learn independently, be creative, and think critically.   The teacher shares and explains qualitative indicators of technology use with students when assignments are given so that they understand how to use technology appropriately and know what is expected. The teacher regularly incorporates technology use into lesson design in a way that enhances student learning. During lessons that integrate technology, technology tools facilitate task completion, and the technology tasks connect to the learning outcomes. The teacher regularly guides students through the use of one or more tool(s)/application(s)and discusses why the tool(s) best address(es) the process and/or product needs of the task. The teacher uses technology when presenting information and regularly incorporates student technology use focused on group and/or individual open-ended problem solving, accessing information, and the demonstration of learning through the creation of products. Lessons that integrate technology are also designed to help students understand the importance of digital citizenship.

☐ **Below Expectations** - The teacher is somewhat aware of the available technology resources and occasionally takes advantage of the technology resources with which he/she is familiar. The teacher seeks out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. Lessons occasionally include technology-integrated learning activities or include activities where technology is an add-on that is only somewhat needed/not needed for task completion. Learning activities that incorporate the student use of technology may focus on lower-order thinking skills or involve only product-oriented technology. The teacher is the primary user of technology during lessons, which is used to present information in a one-to-many learning environment. The teacher rarely models appropriate technology use and only occasionally incorporates student participation in the use of technology during instruction. Student technology use is infrequent, focuses primarily on the creation of products that could be replicated without technology, or consists primarily of students working individually on learning games/apps.

☐ **Unsatisfactory** - The teacher is unaware of or unfamiliar with the available technology resources for or does not take advantage of the available resources. The teacher does not seek out new technology resources or ways to effectively integrate technology into teaching. Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology (i.e., games, rewards). Technology is almost exclusively used during teacher presentations in a one-to-many learning environment or it is not used at all. The teacher rarely models technology use or incorporates student participation in the use of technology during instruction.

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

Critical Attributes

✔ Posted Expectations and Procedures
✔ Positive Reinforcement of Desired Behavior
✔ Redirection of Inappropriate Behavior
✔ Teaching in the Power Zone
✔ Maximized Time on Task
✔ Class Behavior Meets Expectations

☐ **Exceeds Expectations** – Teacher meets District standards 100% of the time.

☐ **Meets Expectations** – Teacher meets District standards with only a few exceptions.

☐ **Below Expectations** – Teacher frequently fails to meet District standards.

☐ **Unsatisfactory** – Teacher consistently fails to meet District standards.

Comments or Suggestions:

Domain 7: Student Learning Objectives

Critical Attributes
- ✔ High quality skill statement.
- ✔ Beginning of year skill profiles.
- ✔ Student growth goals that reflect high expectations for students.
- ✔ Progress monitoring.
- ✔ Evidence documenting student growth.

☐ **Exceeds Expectations** – Teacher meets District standards 100% of the time.

☐ **Meets Expectations** – Teacher meets District standards with only a few exceptions.

☐ **Below Expectations** – Teacher frequently fails to meet District standards.

☐ **Unsatisfactory** – Teacher consistently fails to meet District standards.

Comments or Suggestions:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development *(last 12 months excluding required staff development)*

☐ **Exceeds Expectations** - The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

☐ **Meets Expectations** - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

☐ **Below Expectations** - The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

☐ **Unsatisfactory** - The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Comments or Suggestions:

8.2 - Communicating with Families

☐ **Exceeds Expectations** - The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professionalism and sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

☐ **Meets Expectations** - The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher makes some attempts to engage families in the instructional program.

☐ **Below Expectations** - The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be sensitive to those families.

☐ **Unsatisfactory** - The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

Comments or Suggestions:

8.3 - Participating in the Professional Community

☐ **Exceeds Expectations** - The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.

☐ **Meets Expectations** - The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.

☐ **Below Expectations** - The teacher maintains cordial relationships with colleagues to fulfill duties that the school or District requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and District projects when specifically asked.

☐ **Unsatisfactory** - The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and District projects.

Comments or Suggestions:

8.4 – Use of Data for Improvement of Student Performance

☐ **Exceeds Expectations** – The teacher's instruction is planned and differentiated based on student data.

☐ **Meets Expectations** – The teacher ensures that data is used to track student progress and make instructional decisions.

☐ **Below Expectations** - Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.

☐ **Unsatisfactory** – There is no evidence of the teacher using data to track student progress.

Comments or Suggestions:

8.5 – Maintaining Accurate Records

☐ **Exceeds Expectations** – The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. The teacher works with peers to provide information regarding student progress in special programs. The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.

☐ **Meets Expectations** – The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

☐ **Below Expectations** - The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.

☐ **Unsatisfactory** – The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records are not well-maintained, the result being errors and confusion.

Comments or Suggestions:

8.6 – Campus Procedures and Requirements

☐ **Exceeds Expectations** – The teacher meets directives and guidelines. Procedures are completed in a timely manner without prompting. The teacher is consistently on time for arrival, duty, and/or required meetings.

☐ **Meets Expectations** – The teacher follows directives and guidelines and rarely needs reminders regarding procedures. The teacher is on time for arrival, duty, and/or required meetings with only a few exceptions.

☐ **Below Expectations** – The teacher intermittently follows directives and guidelines and needs reminders regarding procedures. The teacher is intermittently late for arrival, duty, and/or required meetings.

☐ **Unsatisfactory** – The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures. The teacher is frequently late for arrival, duty, and/or required meetings.

Comments or Suggestions:

8.7 – Professional Appearance

☐ **Exceeds Expectations** – Teacher meets District and campus standards for professional dress 100% of the time.

☐ **Meets Expectations** – Teacher meets District and campus standards for professional dress with only a few exceptions.

☐ **Below Expectations** – Teacher frequently fails to meet District and/or campus standards for professional dress.

☐ **Unsatisfactory** - Teacher consistently fails to meet District and/or campus standards for professional dress.

Comments or Suggestions:

Summary Comments:

_____

_____

_____

_____

Professional Growth Plan

A teacher whose performance meets one of the following circumstances shall be placed on a Professional Growth Plan:

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.

Check if appropriate: ☐   Professional Growth Plan Needed

To the Appraiser:
All teachers receive a summative appraisal each year. 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.

To the Teacher:
If the teacher does not agree with the evaluation found on the Summative Appraisal, the teacher may file a written rebuttal with the appraiser within 10 working days of receipt of the documentation. The appraiser shall attach a copy of the rebuttal to the form before filing the report in the teacher's personnel file.

I acknowledge that I have read this appraisal, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

_____   _____
Teacher's Signature/Date   Appraiser's Signature/Date

NexGen

Lago Vista ISD NexGen Teacher Appraisal System

Professional Growth Plan

Teacher _____   Appraiser _____

Date   _____   Campus Assignment_____

PGP Start Date: _____   PGP End Date: _____

The following have been noted as areas of strength for you: _____

I would like to bring your attention to these areas in need of improvement: _____

> *A teacher whose performance meets one of the following circumstances shall be placed on a Professional Growth Plan:*
>
> - *a teacher who is evaluated as unsatisfactory in one or more domains; or*
> - *a teacher who is evaluated as below expectations in two or more domains.*
>
> *When a teacher's performance requires that he/she be placed on a Professional Growth Plan, the appraiser and the campus principal or designee shall develop a Professional Growth Plan that includes the following:*
>
> - *domain(s) that designate a teacher as a teacher in need of assistance;*
> - *directives or recommendations for professional improvement activities;*
> - *evidence that is used to determine successful completion of professional improvement activities;*
> - *directives for changes in teacher behavior;*
> - *evidence that is used to determine if teacher behavior has changed; and*
> - *specific time line for successful completion.*
>
> *At the discretion of the appraiser, a Professional Growth Plan may be developed at any time when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory". In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the Professional Growth Plan. The plan shall include options for professional development activities designed to enhance teacher proficiency and effectiveness. At least one option shall not place significant financial burden on either the teacher or the District. A teacher who has not met all requirements of the Professional Growth Plan by the time specified may be considered for separation from the assignment, the campus, and/or the District.*

Professional Growth Plan Details

Domain(s) in Need of Improvement: _____

Expectations for change(s) in teacher behavior: _____

Professional improvement activities and dates of completion: _____

Evidence that will be used to determine that professional-improvement activities have been completed: _____

_____

Evidence that will be used to determine if teacher behavior has changed: _____

> To the Teacher:
> This will be entered into your personnel file. Please sign electronically to verify that you have been notified of this documentation.
> Your signature acknowledges receipt of this information and does not acknowledge that you necessarily agree. You have ten (10) working days to respond in writing if you disagree with the contents of this document.

I acknowledge that I have read this professional growth plan, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

_____   _____
Teacher's Signature/Date   Appraiser's Signature/Date

Revised 05/2017

Lago Vista ISD
NexGen Teacher Appraisal System
for Special Education Teachers

One of the ultimate benefits of implementing a locally-developed appraisal model is that Lago Vista ISD is provided the flexibility to ensure that the descriptors within our performance domains that are used in evaluating teachers may be tailored, as appropriate.

Special Education teachers provide specially designed instruction that addresses the unique needs of students with disabilities who are determined eligible for special education and related services. Teachers serving in these classrooms provide a wide range of specialized and individualized instruction and support for students' disabilities, across all disability areas and ages of students.

Recognizing the unique job responsibilities and extremely specialized skills required of teachers who serve students with disabilities, the descriptors within the NexGen Teacher Appraisal system are modified to reflect best practices for these distinctive learning environments and to ensure our ability to effectively and appropriately evaluate teachers serving in Special Education classrooms.

As appropriate, specific NexGen Teacher Appraisal System forms have been modified to meet these amended appraisal descriptors. The forms listed below are to be used in the appraisal of teachers serving in Special Education classrooms by both the teacher and the appraiser. Amended forms are included in this section.

- Acknowledgement of Annual Appraisal Training
- Professional Goals Action Plan
- Walkthrough Form
- 1st Quarter Self-Assessment Form - Special Education Teachers [*Amended Form*]
- 1st Quarter Feedback Form for Special Education [*Amended Form*]
- Midyear Professional Goals Reflection
- Special Education Classroom Observation Form [*Amended Form*]
- 3rd Quarter Self-Assessment and Professional Goals Summary - Special Education Teachers [*Amended Form*]
- Summative Appraisal Form for Special Education Teachers [*Amended Form*]
- Professional Growth Plan

The general provisions, appraisal procedures, performance domains and rating, formal observation procedures, second observation and summative appraisal request procedures, guidelines for professional growth plans, appraisal form requirements, and additional provisions outlined in sections I-VIII of this manual remain unaltered.

For more information on Lago Vista ISD's NexGen Appraisal System for Special Education Teachers, please contact:

Tina Pasak
Assistant Superintendent for Teaching & Learning
tpasak@lagovistaisd.net

Heather Kercheville
Director of Special Education/504
hkercheville@lagovistaisd.net

NexGen 1st Quarter Self-Assessment for Special Education Teachers

Please self-assess your performance in each of the following domains. Check the box you feel best describes your current performance. This information, along with administrator observations and walkthroughs, will be used to complete your 1st Quarter Feedback Form. Upon teacher or administrator request, conferences will be held to discuss this feedback.

Teacher   _____   Assignment   _____

Appraiser   _____   Campus   _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities (Please check one box):

☐ **Exceeding Expectations** – Learning activities are almost entirely student-directed with accommodations and modifications to support independent practice. Every fifteen minutes or less, I utilize a hierarchy of cueing and prompting to ask higher order questions located within my students' zones of proximal development and allow students to collaborate with classmates to discuss the learning (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners using individualized instruction/assessment aligned to my students' IEPs. I incorporate opportunities for reflection on learning objectives into lessons on a daily basis that require students to think at higher levels. Instructional outcomes are assessed using assessments designed to evaluate student application of skills, with clear criteria for assessing student work. My approach to using individualized assessments is driven by IEP goals, is well-designed, and includes student use, as well as teacher use, of the assessment information.

☐ **Meeting Expectations** – Learning activities are frequently student-directed with accommodations and modifications to support independent practice. I utilize a hierarchy of cueing and prompting to ask higher order questions located within my students' zones of proximal development that allows students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with individualized instruction/assessment aligned to my students' IEPs. I regularly provide opportunities for reflection on learning objectives that ask students to think at higher levels. Instructional outcomes are often assessed using assessments designed to evaluate student application of skills. Assessment criteria and standards are clear. I have a well-developed strategy for using individualized assessments driven by IEP goals.

☐ **Below Expectations** – Learning activities are mostly teacher-directed, with infrequent use of accommodations and modifications to support independent practice. Lectures rarely, if ever, incorporate cueing and prompting to ask higher order questions located within my students' zones of proximal development and that allow students to talk about their learning (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no individualized instruction/assessment aligned to my students' IEPs. Lessons rarely include opportunities for students to reflect on learning objectives. Instructional outcomes are occasionally assessed by the use of assessments designed to evaluate student application of skills. Assessment criteria and standards have been developed, but they are not always clear. My approach to using individualized assessments driven by IEP goals is rudimentary.

☐ **Unsatisfactory** – Learning activities are almost entirely teacher-directed, with little or no use of accommodations and modifications to support independent practice. Lectures do not include cueing and prompting located within my students' zones of proximal development or that allows students to talk about their learning (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity through individualized instruction/assessment aligned to my students' IEPs. Lessons do not include opportunities for students to reflect on learning objectives. Instructional outcomes are rarely, if ever, assessed by the use of assessments designed to evaluate student application of skills. Assessments lack criteria by which student performance will be assessed. I have no plan to incorporate individualized assessments driven by IEP goals.

Comments:

Domain 2: Teacher Instructional Practices (Please check one box):

☐ **Exceeding Expectations** – I frame my lessons by ensuring that I am explicit about learning goals and their relevance. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show you what they learned. Positive language is used frequently during instruction. I frequently ensure that student effort is positively reinforced and achievement is recognized. Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

☐ **Meeting Expectations** – I frame my lessons by ensuring that I am explicit about learning goals and their relevance. Positive language is consistently used during instruction. I regularly ensure that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

☐ **Below Expectations** – I occasionally, but do not consistently, frame my lessons by ensuring that I am explicit about learning goals and their relevance. Positive language is rarely used during instruction. I occasionally ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

☐ **Unsatisfactory** - I do not effectively frame my lessons by ensuring that I am explicit about learning goals and their relevance. I do not use positive language during instruction. I rarely ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students from taking intellectual risks.

Comments:

Domain 3: Higher Order Thinking (Please check one box):

☐ **Exceeding Expectations** – My lessons frequently include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). I use a variety or series of questions or prompts to challenge students cognitively, advance higher-level thinking, and promote metacognition. On a daily basis, I embed social and emotional learning objectives and opportunities to reflect on the learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. I frequently promote higher-level thinking with my students through explicit questioning that may include where/how, as opposed to why, and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Students have ongoing opportunities daily to practice skills in real-world settings (school, family and community). These opportunities frequently allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Meeting Expectations** – My lessons regularly include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). I pose appropriate questions designed to promote student thinking and understanding. I regularly embed social and emotional learning objectives and opportunities to reflect on the learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. I frequently promote higher-level thinking with my students through explicit questioning that may include where/how, as opposed to why, and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to practice skills in real-world settings (school, family and community). These opportunities regularly allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Below Expectations** – My lessons seldom include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). My questions lead students through a single path of inquiry, with answers seemingly determined in advance. I do not regularly embed social and emotional learning objectives or opportunities to reflect on the learning, or do not provide adequate time for students to respond or step aside when doing so is appropriate. I attempt to engage students in discussion, but am not often effective in my use of explicit questioning, resulting in low levels of engagement or uneven results. Instructional strategies are primarily teacher-centered with few opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. Students are rarely able to demonstrate their understanding of the real life significance of the learning.

☐ **Unsatisfactory** - Lessons do not include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). My questions are of low cognitive complexity, are asked in rapid succession, or do not regularly embed social and emotional learning objectives and opportunities to reflect on the learning. Interaction with students is predominantly recitation style and I mediate all questions and answers; I accept all contributions without asking students to explain their reasoning. I am not effective in my use of explicit questioning. Student learning activities are not designed to effectively promote higher-level thinking or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. Students are unable to demonstrate their understanding of the real life significance of the learning.

Comments:

Domain 4: Engaged Learning (Please check one box):

☐ **Exceeding Expectations** - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. I provide suitable scaffolding and challenge students to explain their thinking. Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. My lessons have a clearly defined structure that is guided by individual student needs. Lessons provide students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.

☐ **Meeting Expectations** - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. My lessons have a clearly defined structure that is guided by individual student needs, providing most students the time needed to be intellectually engaged.

☐ **Below Expectations** – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. My lessons have a recognizable structure; however, lessons may not be guided by individual student needs, may not provide students the time needed to intellectually engage, or may be so slow that many students have a considerable amount of "down time".

☐ **Unsatisfactory** - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. My lessons have no clearly defined structure or are not guided by individual student needs.

Comments:

Domain 5: Technology Integration (Please check one box):

☐ **Exceeding Expectations** - I am fully aware and take advantage of the available technology resources for my classroom and routinely seek out new resources or strategies that are appropriate to enrich my students' learning. I consistently create technology-integrated learning activities that meet individual student needs. I build frequent technology use into my lesson design in a way that enhances student learning. I frequently model appropriate uses of technology. Technology integration in my classroom focuses entirely on access and sustainability. Technology use is purposeful and supports student access to the curriculum and community. Student use of assistive technology (high and low tech) is driven by the IEP and is always a product of collaboration between related service providers and the instructional staff. My students frequently demonstrate their understanding of safe and responsible technology use.

☐ **Meeting Expectations** - I am aware and take advantage of the available technology resources for my classroom, seeking out new resources or strategies that are appropriate to enrich my students' learning. I regularly create technology-integrated learning activities that meet individual student needs. I routinely model appropriate uses of technology. I regularly incorporate technology use into my lesson design in a way that enhances student learning. Technology integration in my classroom focuses primarily on access and sustainability. Technology use is purposeful and supports student access to the curriculum and community. Student use of assistive technology (high and low tech) is driven by the IEP and is a product of collaboration between related service providers and the instructional staff. My students regularly demonstrate their understanding of safe and responsible technology use.

☐ **Below Expectations** - I am somewhat aware of the available technology resources for my classroom, and I occasionally take advantage of the technology resources with which I am familiar. I seek out new technology resources

or ways to use existing resources either infrequently or when specifically asked to do so. My lessons occasionally include technology-related activities that do not meet individual student needs. I rarely model appropriate technology use. Student use of technology may not focus primarily on access and sustainability. Technology use is not always purposeful or does not always support student access to the curriculum and/or community. Student use of assistive technology is not always driven by the IEP or may not be a product of collaboration between related service providers and the instructional staff. My lessons rarely provide students with opportunities to demonstrate their understanding of safe and responsible technology use.

- ☐ **Unsatisfactory** – I am not aware of the available technology resources for my classroom or do not take advantage of the available resources. I do not seek out new technology resources or ways to effectively integrate technology into my teaching. Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology that do not meet student needs. I rarely model technology use or incorporate student participation in the use of technology during instruction. Student use of technology does not appropriately focus on access and/or sustainability. Technology use is not purposeful or does not always support student access to the curriculum and community. Student use of assistive technology is not driven by the IEP or is not the product of collaboration between related service providers and the instructional staff. My lessons do not provide students with opportunities to demonstrate their understanding of safe and responsible technology use.

Comments:

Domain 6: Behavior Interventions & Supports (Please check one box):

- ✔ Expectations for behavior and discipline procedures are posted.
- ✔ I use positive language to reinforce desired behavior.
- ✔ I appropriately redirect disruptive or inappropriate behavior effectively.
- ✔ I circulate the room and interact with students equitably.
- ✔ My classroom routines/procedures are evident through maximized time on task.
- ✔ Class behavior in my classes meet standard.

- ☐ **Exceeding Expectations** – I meet District standards 100% of the time.
- ☐ **Meeting Expectations** – I meet District standards with only a few exceptions.
- ☐ **Below Expectations** – I frequently fail to meet District standards.
- ☐ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 7: Student Learning Objectives (Please check one box):

- ✔ I have identified appropriate IEP goals for the grade-level content area and have organized my scope and sequence to best ensure mastery of these goals.
- ✔ I craft high quality performance assessments to evaluate student mastery of identified IEP goals and provide this information through my data collection system.
- ✔ I create a scoring guide/rubric to communicate student performance criteria used to assess performance tasks that reflect high expectations for students.
- ✔ I monitor student progress, collect data, reflect on my pedagogy, and make successful adjustments, as needed.
- ✔ All or almost all of my students demonstrate targeted mastery.

- ☐ **Exceeding Expectations** – I meet District standards 100% of the time.
- ☐ **Meeting Expectations** – I meet District standards with only a few exceptions.
- ☐ **Below Expectations** – I frequently fail to meet District standards.
- ☐ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development (last 12 months excluding required staff development) (Please check one box):

- ☐ **Exceeding Expectations** – I seek out opportunities for professional development and make a systematic effort to conduct action research, investigating factors that affect teaching and learning and reflecting on the findings from my

own practice to inform my instructional practice. I solicit feedback on practice from both supervisors and colleagues. I initiate important activities to contribute to the profession.

☐ **Meeting Expectations** – I seek out opportunities for professional development to enhance my content knowledge and pedagogical skill. I actively engage with colleagues and supervisors in professional conversation about practice, including feedback about practice. I participate actively in assisting other educators and look for ways to contribute to the profession.

☐ **Below Expectations** – I participate to a limited extent in professional activities when they are convenient. I engage in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. I find limited ways to assist other teachers and contribute to the profession.

☐ **Unsatisfactory** – I engage in no professional development activities to enhance my knowledge or skill. I resist feedback on teaching performance from either supervisors or more experienced colleagues. I make no effort to share knowledge with others or to assume professional development responsibilities.

Comments:

8.2 - Communicating with Families (Please check one box):

☐ **Exceeding Expectations** – I communicate frequently with families in a culturally sensitive manner, with students contributing to the communication. I respond to family concerns with professionalism and sensitivity. My efforts to engage families in the instructional program are frequent and successful.

☐ **Meeting Expectations** – I provide frequent and appropriate information to families about my instructional program and convey information about individual student progress in a sensitive manner. I make some attempts to engage families in the instructional program.

☐ **Below Expectations** – I make sporadic attempts to communicate with families about our instructional program and about the progress of individual students but do not attempt to engage families in the instructional program. Moreover, the communication that does take place may not always be sensitive to those families.

☐ **Unsatisfactory** – I provide little information about the instructional program to families; my communication about students' progress is minimal. I do not respond, or respond insensitively, to parental concerns.

Comments:

8.3 - Participating in the Professional Community (Please check one box):

☐ **Exceeding Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I take initiative in assuming leadership among the faculty. I take a leadership role in promoting a culture of professional inquiry. I volunteer to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.

☐ **Meeting Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I actively participate in a culture of professional inquiry. I volunteer to participate in school events and in school and District projects, making a substantial contribution.

☐ **Below Expectations** – I maintain cordial relationships with colleagues to fulfill duties that the school or District requires. I participate in the school's culture of professional inquiry when invited to do so. I participate in school events and school and District projects when specifically asked.

☐ **Unsatisfactory** – My relationships with colleagues are negative or self-serving. I avoid participation in a professional culture of inquiry, resisting opportunities to become involved. I avoid becoming involved in school events or school and District projects.

Comments:

8.4 – Use of Data for Improvement of Student Performance (Please check one box):

☐ **Exceeding Expectations** – My instruction is planned and differentiated based on student data.

☐ **Meeting Expectations** – I ensure that data is used to track student progress and make instructional decisions.

☐ **Below Expectations** – Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.

☐ **Unsatisfactory** – I do not use data to track student progress.

Comments:

8.5 – Maintaining Accurate Records (Please check one box):

☐ **Exceeding Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher-developed IEPs are compliant and ARD procedures consistently follow District guidelines. I work with peers to provide information regarding student progress in special programs. I work with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.

☐ **Meeting Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher-developed IEPs are compliant and ARD procedures follow District guidelines with few reminders.

☐ **Below Expectations** – My system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. My records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.

☐ **Unsatisfactory** – My system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. My records are not well-maintained, the result being errors and confusion.

Comments:

8.6 – Campus Procedures and Requirements (Please check one box):

☐ **Exceeding Expectations** – I meet directives and guidelines. Procedures are completed in a timely manner without prompting. I am consistently on time for arrival, duty, and/or required meetings.

☐ **Meeting Expectations** – I follow directives and guidelines and rarely need reminders regarding procedures. I am on time for arrival, duty, and/or required meetings with only a few exceptions.

☐ **Below Expectations** – I intermittently follow directives and guidelines and need reminders regarding procedures. I am intermittently late for arrival, duty, and/or required meetings.

☐ **Unsatisfactory** – I do not follow directives or guidelines and require frequent reminders regarding procedures. I am frequently late for arrival, duty, and/or required meetings.

Comments:

8.7 – Professional Appearance (Please check one box):

☐ **Exceeding Expectations** – I meet District and campus standards for professional dress 100% of the time.
☐ **Meeting Expectations** – I meet District and campus standards for professional dress with only a few exceptions.
☐ **Below Expectations** – I frequently fail to meet District and/or campus standards for professional dress.
☐ **Unsatisfactory** – I consistently fail to meet District and/or campus standards for professional dress.

Comments:

Section B: Support of School-wide Expectations

[CONTENT MAY VARY BY CAMPUS]:
☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments:

NexGen 1st Quarter Feedback Form for Special Education Teachers

Teacher _____   Assignment _____

Appraiser _____   Campus _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities

Critical Attributes
- ✔ Student-Directed Learning Activities
- ✔ Accommodations/Modifications Support Independent Practice
- ✔ High-Level Activities Aligned to IEP Goals
- ✔ Differentiation
- ✔ Hierarchy of Cueing and Prompting
- ✔ Opportunities for Reflection
- ✔ Assesses Application of Skills
- ✔ Assessments Driven by IEP Goals

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 2: Teacher Instructional Practices

Critical Attributes
- ✔ Lesson Frame
- ✔ Providing Recognition
- ✔ Reinforcing Effort

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 3: Higher Order Thinking

Critical Attributes
- ✔ Pre-Planned Questions to Elicit a Higher Level of Response
- ✔ Explicit Questioning
- ✔ Social and Emotional Learning Objectives
- ✔ Reflection on Learning
- ✔ Real World Connections to the Learning

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 4: Engaged Learning

Critical Attributes

✔ Student Collaboration and Inquiry
✔ Student Enthusiasm, Interest, Thinking, & Problem Solving
✔ Learning Tasks Require High-Level Student Thinking

✔ Students Highly Motivated to Work on All Tasks
✔ Students are Persistent with Challenging Tasks
✔ Lessons Guided by Individual Student Need

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Domain 5: Technology Integration

Critical Attributes

✔ Awareness/Utilization of Technology Resources
✔ Access to Curriculum and Community
✔ Technology Connects to Learning Outcomes

✔ Access and Sustainability
✔ IEP Driven Technology Use
✔ Digital Citizenship

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

Critical Attributes

✔ Expectations for Behavior and Discipline Procedures are Posted
✔ Uses Positive Language to Reinforce Desired Behavior
✔ Appropriately Redirects Disruptive or Inappropriate Behavior Effectively

✔ Circulates the Room and Interacts with Students Equitably
✔ Routines/Procedures are Evident through Maximized Time on Task
✔ Class Behavior Meets Standard

☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments or Suggestions:

Domain 7: Student Learning Outcomes

Critical Attributes
- ✔ Identifies Appropriate IEP Goals
- ✔ Organizes Scope and Sequence to Best Ensure Mastery of IEP Goals
- ✔ Assesses to Evaluate Mastery of IEP Goals
- ✔ Scoring Guides/Rubrics
- ✔ Monitors Student Progress, Collects Data, Reflects on Pedagogy, and Makes Successful Adjustments to Strategies
- ✔ Students Demonstrate Targeted Mastery

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development (last 12 months excluding required staff development)

Critical Attributes
- ✔ Participates in Professional Development Goals and Activities that are Aligned to Campus and/or District Goals
- ✔ Seeks Out Activities to Enhance Content Knowledge and Pedagogical Skills
- ✔ Engages in Professional Dialogue About Practice, Including Feedback
- ✔ Contributes to the Profession

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

8.2 - Communicating with Families

Critical Attributes
- ✔ Frequent and Appropriate Communication with Families About Student Progress
- ✔ Professionalism and Sensitivity
- ✔ Information About Student Progress
- ✔ Reaches Out to Engage Families in the Instructional Program

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

8.3 - Participating in the Professional Community

Critical Attributes
- ✔ Supportive, Cooperative Relationship with Colleagues
- ✔ Actively Participates in the Culture of Professional Inquiry
- ✔ Participates in School and/or District Projects

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

8.4 – Use of Data for Improvement of Student Performance

Critical Attributes
- ✔ Data Informed Instruction and Differentiation
- ✔ Tracking Student Progress

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

8.5 – Maintaining Accurate Records

Critical Attributes
- ✔ Effective System for Maintaining Instructional and Non-Instructional Records
- ✔ Records to Document and Track Student Completion of Assignments and Student Progress in Learning

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

8.6 – Campus Procedures and Requirements

Critical Attributes
- ✔ Follows Directives and Guidelines
- ✔ Timely Completion of Assigned Activities
- ✔ Punctuality

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

8.7 – Professional Appearance

Critical Attributes
- ✔ Adherence to District and Campus Standards for Professional Dress

- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Section B: Support of School-Wide Expectations

[CONTENT MAY VARY BY CAMPUS]:
- ☐ **Exceeding Expectations**
- ☐ **Meeting Expectations**
- ☐ **Below Expectations**
- ☐ **Unsatisfactory**

Comments or Suggestions:

Professional Growth Plan

A teacher whose performance meets one of the following circumstances shall be placed on a Professional Growth Plan:

- a teacher who is evaluated as unsatisfactory in one or more domains; or

- a teacher who is evaluated as below expectations in two or more domains.

Check if appropriate: Professional Growth Plan Needed

Lago Vista ISD NexGen Teacher Appraisal System
Special Education Classroom Observation Form

Teacher _____   Campus Assignment _____
Date of Observation _____   Time of Observation _____
Appraiser _____   Date of Submission _____

Domain 1: Student-Directed Learning Activities

Critical Attributes
- ✔ Student-Directed Learning Activities
- ✔ Accommodations/Modifications Support Independent Practice
- ✔ High-Level Activities Aligned to IEP Goals
- ✔ Differentiation
- ✔ Hierarchy of Cueing and Prompting
- ✔ Opportunities for Reflection
- ✔ Assessing Application of Skills
- ✔ Assessments Driven by IEP Goal

- ☐ **Independent Practice:** Students are observed engaged in independent practice relative to learning and/or the instructional activity.
- ☐ **Critical Skills Application:** Assessment of the application of skills specific to the IEP goal(s).
- ☐ **Performance Assessment:** Assessment through the use of teacher observation of student performance through activities specifically tied to the IEP goals.

Comments or Suggestions:

Domain 2: Teacher Instructional Practices

Critical Attributes
- ✔ Lesson Frame
- ✔ Providing Recognition
- ✔ Reinforcing Effort

- ☐ **Framing the Lesson:** The teacher has explicitly stated the learning goal in student friendly language and has a closing question or product with every lesson.
- ☐ **Providing Recognition:** The teacher is observed acknowledging student academic success and/or recognizing specific student accomplishments.
- ☐ **Reinforcing Effort:** The teacher is observed providing students positive feedback and encouragement for the effort they are putting forth.
- ☐ Direct teach/lecture/presentation
- ☐ Teacher-led discussion/Q&A

Comments or Suggestions:

Revised 07/2023

Domain 3: Higher Order Thinking

Critical Attributes

✔ Pre-Planned Questions to Elicit a Higher Level of Response
✔ Explicit Questioning

✔ Social and Emotional Learning Objectives
✔ Reflection on Learning
✔ Real World Connections to the Learning

☐ **Knowledge:** Student demonstrates knowledge through memorization and recall of previously learned information.
☐ **Comprehension:** Student demonstrates knowledge through the understanding of information and materials.
☐ **Application:** Student demonstrates knowledge through the use of prior information in a new or concrete situation, to solve single or best answer problems.
☐ **Analysis:** Student demonstrates knowledge through the ability to take things apart, to classify and separate ideas and concepts, and/or find evidence to support generalizations.
☐ **Synthesis:** Student demonstrates knowledge through creatively or divergently applying prior knowledge and skills to produce a new or original way of presenting information.
☐ **Evaluation:** Student demonstrates knowledge through the creation of his or her own arguments and the justifications of his or her own opinions about topics.
☐ No observable student work in progress.

Comments or Suggestions:

Domain 4: Engaged Learning

Critical Attributes

✔ Student Collaboration and Inquiry
✔ Student Enthusiasm, Interest, Thinking, & Problem Solving
✔ Learning Tasks Requiring High-Level Student Thinking

✔ Students Highly Motivated to Work on All Tasks
✔ Students are Persistent with Challenging Tasks
✔ Lessons Guided by Individual Student Needs

☐ **Extremely engaged:** Students define the task, the process, and/or the solution with real-life application and possible collaboration.
☐ **Highly engaged:** Students define the process and/or the solution with possible collaboration.
☐ **Adequately engaged:** Students given options to solve a teacher-directed problem with possible collaboration.
☐ **Moderately engaged:** Students solve a teacher-directed problem.
☐ **Slightly engaged:** Students report what they have learned only with possible collaboration.
☐ **Minimally engaged:** Students report what they have learned only.
☐ No observable student engagement.

Comments or Suggestions:

Domain 5: Technology Integration

Critical Attributes
✔ Awareness/Utilization of Technology Resources
✔ Access to Curriculum and Community
✔ Technology Connects to Learning Outcomes
✔ Access and Sustainability
✔ IEP Driven Technology Use
✔ Digital Citizenship

☐ Technology use is directly connected and needed for task completion and provides access to curriculum and/or community.
☐ Technology use is directly connected to task completion.
☐ Technology use is somewhat connected to task completion.
☐ Technology use appears to be an add-on and is not needed for task completion.
☐ Technology use is unrelated to the task.
☐ No student technology use is evident.
☐ Student technology use is not needed/inappropriate for the learning objective.

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

Critical Attributes
✔ Expectations for Behavior and Discipline Procedures are Posted
✔ Uses Positive Language to Reinforce Desired Behavior
✔ Appropriately Redirects Disruptive or Inappropriate Behavior Effectively
✔ Circulates the Room and Interacts with Students Equitably
✔ Routines/Procedures are Evident through Maximized Time on Task
✔ Class Behavior Meets Standard

☐ Expectations for behavior and discipline procedures are posted.
☐ Uses positive language to reinforce desired behavior.
☐ Appropriately redirects disruptive or inappropriate behavior effectively.
☐ Circulates the room and interacts with students equitably.
☐ Routines/procedures are evident through maximized time on task.
☐ Class behavior meets standard.

Comments or Suggestions:

Summary Comments:

<u>*To the Teacher:*</u>
1. *After receiving this document from your appraiser, review it carefully. Ensure that you understand each mark on the observation evaluation instrument. The teacher or appraiser may request a post-observation meeting.*
2. *Sign the document electronically.*
3. *If you believe this observation evaluation is not accurate, you may request a second observation by an alternate appraiser. This request must be made in writing to the appraiser within 10 working days of receipt of the observation evaluation summary. If you believe this observation evaluation is not accurate but you do not wish to request a second observation, you may write a rebuttal to the observation evaluation and present it to your appraiser within 10 working days of receipt of the observation evaluation summary. The appraiser shall ensure that the rebuttal is attached to the original observation evaluation document filed in the teacher's personnel file.*

I acknowledge that I have read this observation, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

_____   _____
Teacher's Signature/Date   Appraiser's Signature/Date

Revised 07/2023

NexGen 3rd Quarter Self-Assessment & Professional Goals Summary for Special Education Teachers

Please self-assess your performance in each of the following domains. Check the box you feel best describes your performance for the year related to the domains and descriptors, as well as your self-assessment of the impact of the staff development activities listed the Professional Goals Action. Upon teacher or administrator request, conferences will be held to discuss this feedback.

Teacher   _____   Assignment   _____

Appraiser   _____   Campus   _____

Section A: Performance Domains

Domain 1: Student-Directed Learning Activities (Please check one box):

☐ **Exceeding Expectations** – Learning activities are almost entirely student-directed with accommodations and modifications to support independent practice. Every fifteen minutes or less, I utilize a hierarchy of cueing and prompting to ask higher order questions located within my students' zones of proximal development and allow students to collaborate with classmates to discuss the learning (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners using individualized instruction/assessment aligned to my students' IEPs. I incorporate opportunities for reflection on learning objectives into lessons on a daily basis that require students to think at higher levels. Instructional outcomes are assessed using assessments designed to evaluate student application of skills, with clear criteria for assessing student work. My approach to using individualized assessments driven by IEP goals is well-designed and includes student use, as well as teacher use, of the assessment information

☐ **Meeting Expectations** – Learning activities are frequently student-directed with accommodations and modifications to support independent practice. I utilize a hierarchy of cueing and prompting to ask higher order questions located within my students' zones of proximal development that allows students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with individualized instruction/assessment aligned to my students' IEPs. I regularly provide opportunities for reflection on learning objectives that ask students to think at higher levels. Instructional outcomes are often assessed using assessments designed to evaluate student application of skills. Assessment criteria and standards are clear. I have a well-developed strategy for using individualized assessments driven by IEP goals.

☐ **Below Expectations** – Learning activities are mostly teacher-directed, with infrequent use of accommodations and modifications to support independent practice. Lectures rarely, if ever, incorporate cueing and prompting to ask higher order questions located within my students' zones of proximal development and that allow students to talk about their learning (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no individualized instruction/assessment aligned to my students' IEPs. Lessons rarely include opportunities for students to reflect on learning objectives. Instructional outcomes are occasionally assessed by the use of assessments designed to evaluate student application of skills. Assessment criteria and standards have been developed, but they are not always clear. My approach to using individualized assessments driven by IEP goals is rudimentary.

☐ **Unsatisfactory** – Learning activities are almost entirely teacher-directed, with little or no use of accommodations and modifications to support independent practice. Lectures do not include cueing and prompting located within my students' zones of proximal development or that allows students to talk about their learning (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity through individualized instruction/assessment aligned to my students' IEPs. Lessons do not include opportunities for students to reflect on learning objectives. Instructional outcomes are rarely, if ever, assessed by the use of assessments designed to evaluate student application of skills. Assessments lack criteria by which student performance will be assessed. I have no plan to incorporate individualized assessments driven by IEP goals.

Comments:

Domain 2: Teacher Instructional Practices (Please check one box):

☐ **Exceeding Expectations** – I frame my lessons by ensuring that I am explicit about learning goals and their relevance. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show you what they learned. Positive language is used frequently during instruction. I frequently ensure that student effort is positively reinforced and achievement is recognized. Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

☐ **Meeting Expectations** – I frame my lessons by ensuring that I am explicit about learning goals and their relevance. Positive language is consistently used during instruction. I regularly ensure that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

☐ **Below Expectations** – I occasionally, but do not consistently, frame my lessons by ensuring that I am explicit about learning goals and their relevance. Positive language is rarely used during instruction. I occasionally ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

☐ **Unsatisfactory** - I do not effectively frame my lessons by ensuring that I am explicit about learning goals and their relevance. I do not use positive language during instruction. I rarely ensure that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students from taking intellectual risks.

Comments:

Domain 3: Higher Order Thinking (Please check one box):

☐ **Exceeding Expectations** – My lessons frequently include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). I use a variety or series of questions or prompts to challenge students cognitively, advance higher-level thinking, and promote metacognition. On a daily basis, I embed social and emotional learning objectives and opportunities to reflect on the learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. I frequently promote higher-level thinking with my students through explicit questioning that may include where/how, as opposed to why, and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Students have ongoing opportunities daily to practice skills in real-world settings (school, family and community). These opportunities frequently allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Meeting Expectations** – My lessons regularly include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). I pose appropriate questions designed to promote student thinking and understanding. I regularly embed social and emotional learning objectives and opportunities to reflect on the learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. I frequently promote higher-level thinking with my students through explicit questioning that may include where/how, as opposed to why, and successfully engage most students in the discussion, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to practice skills in real-world settings (school, family and community). These opportunities regularly allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Below Expectations** – My lessons seldom include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). My questions lead students through a single path of inquiry, with answers seemingly determined in advance. I do not regularly embed social and emotional learning objectives or opportunities to reflect on the learning, or do not provide adequate time for students to respond or step aside when doing so is appropriate. I attempt to engage students in discussion, but am not often effective in my use of explicit questioning, resulting in low levels of engagement or uneven results. Instructional strategies are primarily teacher-centered with few opportunities for students to practice skills in real-world settings (school, family and

community) or work collaboratively with their peers. Students are rarely able to demonstrate their understanding of the real life significance of the learning.

- ☐ **Unsatisfactory** - Lessons do not include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). My questions are of low cognitive complexity, are asked in rapid succession, or do not regularly embed social and emotional learning objectives and opportunities to reflect on the learning. Interaction with students is predominantly recitation style and I mediate all questions and answers; I accept all contributions without asking students to explain their reasoning. I am not effective in my use of explicit questioning. Student learning activities are not designed to effectively promote higher-level thinking or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. Students are unable to demonstrate their understanding of the real life significance of the learning.

Comments:

Domain 4: Engaged Learning (Please check one box):

- ☐ **Exceeding Expectations** - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. I provide suitable scaffolding and challenge students to explain their thinking. Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. My lessons have a clearly defined structure that is guided by individual student needs. Lessons provide students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.
- ☐ **Meeting Expectations** - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. My lessons have a clearly defined structure that is guided by individual student needs, providing most students the time needed to be intellectually engaged.
- ☐ **Below Expectations** – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. My lessons have a recognizable structure; however, lessons may not be guided by individual student needs, may not provide students the time needed to intellectually engage, or may be so slow that many students have a considerable amount of "down time".
- ☐ **Unsatisfactory** - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. My lessons have no clearly defined structure or are not guided by individual student needs.

Comments:

Domain 5: Technology Integration (Please check one box):

- ☐ **Exceeding Expectations** - I am fully aware and take advantage of the available technology resources for my classroom and routinely seek out new resources or strategies that are appropriate to enrich my students' learning. I consistently create technology-integrated learning activities that meet individual student needs. I build frequent technology use into my lesson design in a way that enhances student learning. I frequently model appropriate uses of technology. Technology integration in my classroom focuses entirely on access and sustainability. Technology use is purposeful and supports student access to the curriculum and community. Student use of assistive technology (high and low tech) is driven by the IEP and is always a product of collaboration between related service providers and the instructional staff. My students frequently demonstrate their understanding of safe and responsible technology use.
- ☐ **Meeting Expectations** - I am aware and take advantage of the available technology resources for my classroom, seeking out new resources or strategies that are appropriate to enrich my students' learning. I regularly create technology-integrated learning activities that meet individual student needs. I routinely model appropriate uses of technology. I regularly incorporate technology use into my lesson design in a way that enhances student learning. Technology integration in my classroom focuses primarily on access and sustainability. Technology use is purposeful and supports student access to the curriculum and community. Student use of assistive technology (high and low tech) is driven by the IEP and is a product of collaboration between related service providers and the instructional staff. My students regularly demonstrate their understanding of safe and responsible technology use.

- ☐ **Below Expectations** - I am somewhat aware of the available technology resources for my classroom, and I occasionally take advantage of the technology resources with which I am familiar. I seek out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. My lessons occasionally include technology-related activities that do not meet individual student needs. I rarely model appropriate technology use. Student use of technology may not focus primarily on access and sustainability. Technology use is not always purposeful or does not always support student access to the curriculum and/or community. Student use of assistive technology is not always driven by the IEP or may not be a product of collaboration between related service providers and the instructional staff. My lessons rarely provide students with opportunities to demonstrate their understanding of safe and responsible technology use.
- ☐ **Unsatisfactory** – I am not aware of the available technology resources for my classroom or do not take advantage of the available resources. I do not seek out new technology resources or ways to effectively integrate technology into my teaching. Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology that do not meet student needs. I rarely model technology use or incorporate student participation in the use of technology during instruction. Student use of technology does not appropriately focus on access and/or sustainability. Technology use is not purposeful or does not always support student access to the curriculum and community. Student use of assistive technology is not driven by the IEP or is not the product of collaboration between related service providers and the instructional staff. My lessons do not provide students with opportunities to demonstrate their understanding of safe and responsible technology use.

Comments:

Domain 6: Behavior Interventions & Supports (Please check one box):

- ✔ Expectations for behavior and discipline procedures are posted.
- ✔ I use positive language to reinforce desired behavior.
- ✔ I appropriately redirect disruptive or inappropriate behavior effectively.
- ✔ I circulate the room and interact with students equitably.
- ✔ My classroom routines/procedures are evident through maximized time on task.
- ✔ Class behavior in my classes meet standard.

- ☐ **Exceeding Expectations** – I meet District standards 100% of the time.
- ☐ **Meeting Expectations** – I meet District standards with only a few exceptions.
- ☐ **Below Expectations** – I frequently fail to meet District standards.
- ☐ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Domain 7: Student Learning Objectives (Please check one box):

- ✔ I have identified appropriate IEP goals for the grade-level content area and have organized my scope and sequence to best ensure mastery of these goals.
- ✔ I craft high quality performance assessments to evaluate student mastery of identified IEP goals and provide this information through my data collection system.
- ✔ I create a scoring guide/rubric to communicate student performance criteria used to assess performance tasks that reflect high expectations for students.
- ✔ I monitor student progress, collect data, reflect on my pedagogy, and make successful adjustments, as needed.
- ✔ All or almost all of my students demonstrate targeted mastery.

- ☐ **Exceeding Expectations** – I meet District standards 100% of the time.
- ☐ **Meeting Expectations** – I meet District standards with only a few exceptions.
- ☐ **Below Expectations** – I frequently fail to meet District standards.
- ☐ **Unsatisfactory** – I consistently fail to meet District standards.

Comments:

Revised 07/2023

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development (last 12 months excluding required staff development) (Please check one box):

☐ **Exceeding Expectations** – I seek out opportunities for professional development and make a systematic effort to conduct action research, investigating factors that affect teaching and learning and reflecting on the findings from my own practice to inform my instructional practice. I solicit feedback on practice from both supervisors and colleagues. I initiate important activities to contribute to the profession.

☐ **Meeting Expectations** – I seek out opportunities for professional development to enhance my content knowledge and pedagogical skill. I actively engage with colleagues and supervisors in professional conversation about practice, including feedback about practice. I participate actively in assisting other educators and look for ways to contribute to the profession.

☐ **Below Expectations** – I participate to a limited extent in professional activities when they are convenient. I engage in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. I find limited ways to assist other teachers and contribute to the profession.

☐ **Unsatisfactory** – I engage in no professional development activities to enhance my knowledge or skill. I resist feedback on teaching performance from either supervisors or more experienced colleagues. I make no effort to share knowledge with others or to assume professional development responsibilities.

Comments:

8.2 - Communicating with Families (Please check one box):

☐ **Exceeding Expectations** – I communicate frequently with families in a culturally sensitive manner, with students contributing to the communication. I respond to family concerns with professionalism and sensitivity. My efforts to engage families in the instructional program are frequent and successful.

☐ **Meeting Expectations** – I provide frequent and appropriate information to families about my instructional program and convey information about individual student progress in a sensitive manner. I make some attempts to engage families in the instructional program.

☐ **Below Expectations** – I make sporadic attempts to communicate with families about our instructional program and about the progress of individual students but do not attempt to engage families in the instructional program. Moreover, the communication that does take place may not always be sensitive to those families.

☐ **Unsatisfactory** – I provide little information about the instructional program to families; my communication about students' progress is minimal. I do not respond, or respond insensitively, to parental concerns.

Comments:

8.3 - Participating in the Professional Community (Please check one box):

☐ **Exceeding Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I take initiative in assuming leadership among the faculty. I take a leadership role in promoting a culture of professional inquiry. I volunteer to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.

☐ **Meeting Expectations** – My relationships with colleagues are characterized by mutual support and cooperation and I actively participate in a culture of professional inquiry. I volunteer to participate in school events and in school and District projects, making a substantial contribution.

☐ **Below Expectations** – I maintain cordial relationships with colleagues to fulfill duties that the school or District requires. I participate in the school's culture of professional inquiry when invited to do so. I participate in school events and school and District projects when specifically asked.

☐ **Unsatisfactory** – My relationships with colleagues are negative or self-serving. I avoid participation in a professional culture of inquiry, resisting opportunities to become involved. I avoid becoming involved in school events or school and District projects.

Comments:

8.4 – Use of Data for Improvement of Student Performance (Please check one box):

☐ **Exceeding Expectations** – My instruction is planned and differentiated based on student data.
☐ **Meeting Expectations** – I ensure that data is used to track student progress and make instructional decisions.
☐ **Below Expectations** – Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.
☐ **Unsatisfactory** – I do not use data to track student progress.

Comments:

8.5 – Maintaining Accurate Records (Please check one box):

☐ **Exceeding Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher-developed IEPs are compliant and ARD procedures consistently follow District guidelines. I work with peers to provide information regarding student progress in special programs. I work with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.
☐ **Meeting Expectations** – My system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher-developed IEPs are compliant and ARD procedures follow District guidelines with few reminders.
☐ **Below Expectations** – My system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. My records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.
☐ **Unsatisfactory** – My system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. My records are not well-maintained, the result being errors and confusion.

Comments:

8.6 – Campus Procedures and Requirements (Please check one box):

☐ **Exceeding Expectations** – I meet directives and guidelines. Procedures are completed in a timely manner without prompting. I am consistently on time for arrival, duty, and/or required meetings.
☐ **Meeting Expectations** – I follow directives and guidelines and rarely need reminders regarding procedures. I am on time for arrival, duty, and/or required meetings with only a few exceptions.
☐ **Below Expectations** – I intermittently follow directives and guidelines and need reminders regarding procedures. I am intermittently late for arrival, duty, and/or required meetings.
☐ **Unsatisfactory** – I do not follow directives or guidelines and require frequent reminders regarding procedures. I am frequently late for arrival, duty, and/or required meetings.

Comments:

8.7 – Professional Appearance (Please check one box):

☐ **Exceeding Expectations** – I meet District and campus standards for professional dress 100% of the time.
☐ **Meeting Expectations** – I meet District and campus standards for professional dress with only a few exceptions.
☐ **Below Expectations** – I frequently fail to meet District and/or campus standards for professional dress.
☐ **Unsatisfactory** – I consistently fail to meet District and/or campus standards for professional dress.

Comments:

Section B: Support of School-wide Expectations

[CONTENT MAY VARY BY CAMPUS]:
☐ **Exceeding Expectations**
☐ **Meeting Expectations**
☐ **Below Expectations**
☐ **Unsatisfactory**

Comments:

Section C: Professional Goals Summary

Emphasis Area 1:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Verification of Activities:

Reflection on Goal Attainment:

Emphasis Area 2:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Verification of Activities:

Reflection on Goal Attainment:

Emphasis Area 3:

Goal:

Planned Activities:
1.
2.
3.

Progress on Goal and Verification of Activities:

Reflection on Goal Attainment:

Lago Vista ISD NexGen Teacher Appraisal System
Summative Appraisal Form for Special Education Teachers

Teacher _____   Campus Assignment _____

Date of Submission _____   Appraiser _____

Domain 1: Student-Directed Learning Activities

Critical Attributes
- ✔ Student-Directed Learning Activities
- ✔ Accommodations/Modifications Support Independent Practice
- ✔ High-Level Activities Aligned to IEP Goals

- ✔ Differentiation
- ✔ Hierarchy of Cueing and Prompting
- ✔ Opportunities for Reflection
- ✔ Assessing Application of Skills
- ✔ Assessments Driven by IEP Goal

☐ **Exceeds Expectations** – Learning activities are almost entirely student-directed with accommodations and modifications to support independent practice. Every fifteen minutes or less, the teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within students' zones of proximal development and allows students to collaborate with classmates to discuss the learning (Small Group Purposeful Talk). Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated using individualized instruction/assessment aligned to my students' IEPs. The teacher incorporates opportunities for reflection on learning objectives into lessons on a daily basis that require students to think at higher levels. Instructional outcomes are assessed using assessments designed to evaluate the students' application of skills, with clear criteria for assessing student work. The teacher's approach to using individualized assessments driven by IEP goals is well-designed and includes student use, as well as teacher use, of the assessment information.

☐ **Meets Expectations** – Learning activities are frequently student-directed with accommodations and modifications to support independent practice. The teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within students' zones of proximal development that allow students to talk about their learning (Small Group Purposeful Talk). Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with individualized instruction/assessment aligned to students' IEPs. The teacher regularly provides opportunities for reflection on learning objectives that asks students to think at higher levels. Instructional outcomes are often assessed using assessments designed to evaluate the students' application of skills. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using individualized assessments driven by IEP goals.

☐ **Below Expectations** – Learning activities are mostly teacher-directed, with infrequent use of accommodations and modifications to support independent practice. Lectures rarely, if ever, incorporate cueing and prompting to ask higher order questions located within students' zones of proximal development and that allow students to talk about their learning (Small Group Purposeful Talk). Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no individualized instruction/assessment aligned to students' IEPs. Lessons rarely include opportunities for students to reflect on learning objectives. Instructional outcomes are occasionally assessed by the use of assessments designed to evaluate the students' application of skills. Assessment criteria and standards have been developed, but they are not always clear. The teacher's approach to using individualized assessments driven by IEP goals is rudimentary.

☐ **Unsatisfactory** – Learning activities are almost entirely teacher-directed, with little or no use of accommodations and/or modifications to support independent practice. Lectures do not include cueing and/or prompting located within students' zones of proximal development that allow students to talk about their learning (Small Group Purposeful Talk). Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity through individualized instruction/assessment aligned to students' IEPs. Lessons do not include opportunities for students to reflect on learning objectives. Instructional outcomes are rarely, if ever, assessed by the use of assessments designed to evaluate the students' application of skills. Assessments lack criteria by which student performance will be assessed. The teacher has no plan to incorporate individualized assessments driven by IEP goals.

Revised 07/2023

Comments or Suggestions:

Domain 2: Teacher Instructional Practices

Critical Attributes
✔ Lesson Frame
✔ Providing Recognition
✔ Reinforcing Effort

☐ **Exceeds Expectations** – The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show what they learned. Positive language is used frequently during instruction. The teacher frequently ensures that student effort is positively reinforced and achievement is recognized. Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

☐ **Meets Expectations** – The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance. Positive language is consistently used during instruction. The teacher regularly ensures that student effort is positively reinforced and achievement is recognized. Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

☐ **Below Expectations** – The teacher occasionally, but does not consistently, frame lessons by ensuring that he/she is explicit about learning goals and their relevance. Positive language is rarely used during instruction. The teacher occasionally ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.

☐ **Unsatisfactory** - The teacher does not effectively frame lessons by ensuring that he/she is explicit about learning goals and their relevance. The teacher does not use positive language during instruction. The teacher rarely ensures that student effort is positively reinforced and achievement is recognized. Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The net result of the interactions is negative and discourages students from taking intellectual risks.

Comments or Suggestions:

Domain 3: Higher Order Thinking

Critical Attributes
✔ Pre-Planned Questions to Elicit a Higher Level of Response
✔ Explicit Questioning
✔ Social and Emotional Learning Objectives
✔ Reflection on Learning
✔ Real World Connections to the Learning

☐ **Exceeds Expectations** – Lessons frequently include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance higher- level thinking, and promote metacognition. On a daily basis, the teacher embeds social and emotional learning objectives and reflection on learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher frequently promotes higher-level thinking with students through explicit questioning that may include where/how, as opposed to why, and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. Students have ongoing opportunities daily to practice skills in real-world settings (school, family and community). These opportunities frequently allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Meets Expectations** – Lessons regularly include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). The teacher poses appropriate questions designed to promote student thinking and understanding. The teacher regularly embeds social and emotional learning objectives and reflection on learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher frequently promotes higher-level thinking with students through explicit questioning that

may include where/how, as opposed to why, and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Students have several opportunities daily to practice skills in real-world settings (school, family and community). These opportunities regularly allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

☐ **Below Expectations** – Lessons seldom include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). Questions lead students through a single path of inquiry, with answers seemingly determined in advance. The teacher does not regularly embed social and emotional learning objectives and/or reflection on learning, or does not provide adequate time for students to respond or step aside when doing so is appropriate. The teacher attempts to engage students in the discussion, but is not often effective in his/her use of explicit questioning, resulting in low levels of engagement or uneven results. Instructional strategies are primarily teacher-centered with few opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. Students are rarely able to demonstrate their understanding of the real life significance of the learning.

☐ **Unsatisfactory** - Lessons do not include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). Questions are of low cognitive complexity, are asked in rapid succession, or do not regularly embed social and emotional learning objectives and reflection on learning. Interaction with students is predominantly recitation style and the teacher mediates all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. The teacher is not effective in his/her use of explicit questioning. Student learning activities are not designed to effectively promote higher-level thinking or lessons do not include observable student work. Instructional activities are teacher-centered and do not include opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. Students are unable to demonstrate their understanding of the real life significance of the learning.

Comments or Suggestions:

Domain 4: Engaged Learning

Critical Attributes
- ✔ Student Collaboration and Inquiry
- ✔ Student Enthusiasm, Interest, Thinking, & Problem Solving
- ✔ Learning Tasks Requiring High-Level Student Thinking
- ✔ Students Highly Motivated to Work on All Tasks
- ✔ Students are Persistent with Challenging Tasks
- ✔ Lessons Guided by Individual Student Need

☐ **Exceeds Expectations** - Students collaborate to define the task, the process, and/or the solution. Collaboration extends beyond the classroom. Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. The teacher provides suitable scaffolding and challenges students to explain their thinking. Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. Lessons have a clearly defined structure that is guided by individual student needs. Lessons provide students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.

☐ **Meets Expectations** - Students are given options to solve a teacher-directed problem with possible collaboration. The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. Lessons have a clearly defined structure that is guided by individual student needs, providing most students the time needed to be intellectually engaged.

☐ **Below Expectations** – Students report what they have learned only with possible collaboration. The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. Lessons have a recognizable structure; however, lessons may not be guided by individual student need, may not provide students the time needed to intellectually engage, or may be so slow that many students have a considerable amount of "down time".

☐ **Unsatisfactory** - The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. Lessons have no clearly defined structure or are not guided by individual student needs.

Comments or Suggestions:

Domain 5: Technology Integration

Critical Attributes
- ✔ Awareness/Utilization of Technology Resources
- ✔ Access to Curriculum and Community
- ✔ Technology Connects to Learning Outcomes
- ✔ Access and Sustainability
- ✔ IEP Driven Technology Use
- ✔ Digital Citizenship

☐ **Exceeds Expectations** - The teacher is fully aware and takes advantage of the available technology resources and routinely seeks out new resources or strategies that are appropriate to enrich student learning. The teacher consistently creates technology-integrated learning activities that meet individual student needs. The teacher builds frequent technology use into his/her lesson design in a way that enhances student learning. The teacher frequently models appropriate uses of technology. Technology integration focuses entirely on access and sustainability. Technology use is purposeful and supports student access to the curriculum and community. Student use of assistive technology (high and low tech) is driven by the IEP and is always a product of collaboration between related service providers and the instructional staff. Students frequently demonstrate their understanding of safe and responsible technology use.

☐ **Meets Expectations** - The teacher is aware of and takes advantage of the available technology resources, seeking out new resources or strategies that are appropriate to enrich student learning. The teacher regularly creates technology-integrated learning activities that meet individual student needs. The teacher routinely models appropriate uses of technology. The teacher regularly incorporates technology use into lesson design in a way that enhances student learning. Technology integration focuses primarily on access and sustainability. Technology use is purposeful and supports student access to the curriculum and community. Student use of assistive technology (high and low tech) is driven by the IEP and is a product of collaboration between related service providers and the instructional staff. Students regularly demonstrate their understanding of safe and responsible technology use.

☐ **Below Expectations** - The teacher is somewhat aware of the available technology resources and occasionally takes advantage of the technology resources with which he/she is familiar. The teacher seeks out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. Lessons occasionally include technology-related activities that do not meet individual student needs. The teacher rarely models appropriate technology use. Student use of technology may not focus primarily on access and sustainability. Technology use is not always purposeful or does not always support student access to the curriculum and community. Student use of assistive technology is not always driven by the IEP or may not be a product of collaboration between related service providers and the instructional staff. Lessons rarely provide students with opportunities to demonstrate their understanding of safe and responsible technology use.

☐ **Unsatisfactory** - The teacher is not aware of the available technology resources or does not take advantage of the available resources. The teacher does not seek out new technology resources or ways to effectively integrate technology into his/her teaching. Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology that do not meet student needs. The teacher rarely models technology use or incorporates student participation in the use of technology during instruction. Student use of technology does not appropriately focus on access and/or sustainability. Technology use is not purposeful or does not always support student access to the curriculum and community. Student use of assistive technology is not driven by the IEP or is not the product of collaboration between related service providers and the instructional staff. Lessons do not provide students with opportunities to demonstrate their understanding of safe and responsible technology use.

Comments or Suggestions:

Domain 6: Behavior Interventions & Supports

Critical Attributes
- ✔ Expectations for Behavior and Discipline Procedures are Posted
- ✔ Uses Positive Language to Reinforce Desired Behavior
- ✔ Appropriately Redirects Disruptive or Inappropriate Behavior Effectively
- ✔ Circulates the Room and Interacts with Students Equitably
- ✔ Routines/Procedures are Evident through Maximized Time on Task
- ✔ Class Behavior Meets Standard

☐ **Exceeds Expectations** – Teacher meets District standards 100% of the time.
☐ **Meets Expectations** – Teacher meets District standards with only a few exceptions.
☐ **Below Expectations** – Teacher frequently fails to meet District standards.
☐ **Unsatisfactory** – Teacher consistently fails to meet District standards.

Comments or Suggestions:

Domain 7: Student Learning Objectives

Critical Attributes
✔ Teacher has identified appropriate IEP goals for the grade-level content area and has organized scope and sequence to best ensure mastery of these IEP goals.
✔ Teacher has crafted high quality performance assessments to evaluate student mastery of IEP goals and appropriately provides this information through a data collection system.
✔ Teacher has created a scoring guide/rubric to communicate student performance criteria used to assess performance tasks that reflect high expectations for students.
✔ Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed.
✔ All or almost all of the students demonstrated targeted mastery.

☐ **Exceeds Expectations** – Teacher meets District standards 100% of the time.
☐ **Meets Expectations** – Teacher meets District standards with only a few exceptions.
☐ **Below Expectations** – Teacher frequently fails to meet District standards.
☐ **Unsatisfactory** – Teacher consistently fails to meet District standards.

Comments or Suggestions:

Domain 8: Professional Practices & Responsibilities

8.1 - Professional Development (last 12 months excluding required staff development)

☐ **Exceeds Expectations** - The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
☐ **Meets Expectations** - The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.
☐ **Below Expectations** - The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.
☐ **Unsatisfactory** - The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Comments or Suggestions:

8.2 - Communicating with Families

☐ **Exceeds Expectations** - The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professionalism and sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
☐ **Meets Expectations** - The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher makes some attempts to engage families in the instructional program.
☐ **Below Expectations** - The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be sensitive to those families.
☐ **Unsatisfactory** - The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

Comments or Suggestions:

8.3 - Participating in the Professional Community

- ☐ **Exceeds Expectations** - The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.
- ☐ **Meets Expectations** - The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.
- ☐ **Below Expectations** - The teacher maintains cordial relationships with colleagues to fulfill duties that the school or District requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and District projects when specifically asked.
- ☐ **Unsatisfactory** - The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and District projects.

Comments or Suggestions:

8.4 – Use of Data for Improvement of Student Performance

- ☐ **Exceeds Expectations** – The teacher's instruction is planned and differentiated based on student data.
- ☐ **Meets Expectations** – The teacher ensures that data is used to track student progress and make instructional decisions.
- ☐ **Below Expectations** - Data is occasionally used to track student progress. Data is not consistently used to inform instructional decisions or to provide differentiation.
- ☐ **Unsatisfactory** – There is no evidence of the teacher using data to track student progress.

Comments or Suggestions:

8.5 – Maintaining Accurate Records

- ☐ **Exceeds Expectations** – The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher-developed IEPs are compliant and ARD procedures consistently follow District guidelines. The teacher works with peers to provide information regarding student progress in special programs. The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.
- ☐ **Meets Expectations** – The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Teacher-developed IEPs are compliant and ARD procedures follow District guidelines with few reminders.
- ☐ **Below Expectations** - The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.
- ☐ **Unsatisfactory** – The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records are not well-maintained, the result being errors and confusion.

Comments or Suggestions:

8.6 – Campus Procedures and Requirements

- ☐ **Exceeds Expectations** – The teacher meets directives and guidelines. Procedures are completed in a timely manner without prompting. The teacher is consistently on time for arrival, duty, and/or required meetings.
- ☐ **Meets Expectations** – The teacher follows directives and guidelines and rarely needs reminders regarding procedures. The teacher is on time for arrival, duty, and/or required meetings with only a few exceptions.
- ☐ **Below Expectations** – The teacher intermittently follows directives and guidelines and needs reminders regarding procedures. The teacher is intermittently late for arrival, duty, and/or required meetings.
- ☐ **Unsatisfactory** – The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures. The teacher is frequently late for arrival, duty, and/or required meetings.

Comments or Suggestions:

8.7 – Professional Appearance

☐ **Exceeds Expectations** – Teacher meets District and campus standards for professional dress 100% of the time.

☐ **Meets Expectations** – Teacher meets District and campus standards for professional dress with only a few exceptions.

☐ **Below Expectations** – Teacher frequently fails to meet District and/or campus standards for professional dress.

☐ **Unsatisfactory** - Teacher consistently fails to meet District and/or campus standards for professional dress.

Comments or Suggestions:

Summary Comments:

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Professional Growth Plan

A teacher whose performance meets one of the following circumstances shall be placed on a Professional Growth Plan:

- a teacher who is evaluated as unsatisfactory in one or more domains; or

- a teacher who is evaluated as below expectations in two or more domains.

Check if appropriate: Professional Growth Plan Needed

To the Appraiser:
All teachers receive a summative appraisal each year. 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.

To the Teacher:
If the teacher does not agree with the evaluation found on the Summative Appraisal, the teacher may file a written rebuttal with the appraiser within 10 working days of receipt of the documentation. The appraiser shall attach a copy of the rebuttal to the form before filing the report in the teacher's personnel file.

I acknowledge that I have read this appraisal, and I understand that my signature does not necessarily mean that I agree with the evaluation or with the specific suggestions for improvement.

_____   _____
Teacher's Signature/Date   Appraiser's Signature/Date

Lago Vista
Independent School District

Excellence in ALL We Do!

8039 Bar-K Ranch Road
P.O. Box 4929
Lago Vista, TX 78645

(512) 267-8300
www.lagovistaisd.net

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Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motives de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Titulo IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Darren Webb, Superintendente, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.

Lago Vista NexGen Teacher Appraisal System Framework

Domain 1: Student-Directed Learning Activities

Critical Attributes
- **1.1: Student-Directed Learning Activities:** The teacher designs learning activities are student-directed and that provide opportunities for student ownership in the learning. Small Group Purposeful Talk
- **1.2: Small Group Purposeful Talk:** The teacher poses higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk).
- **1.3: High-Level Activities Aligned to Instructional Outcomes:** The teacher aligns learning activities with standards-based instructional outcomes and designs lessons to engage students in high-level cognitive activity.
- **1.4: Differentiation:** The teacher appropriately differentiates learning activities for individual learners.
- **1.5: Critical Writing:** The teacher incorporates critical writing into lessons through writing prompts that require students to think at the application level or above on Bloom's Taxonomy.
- **1.6: Performance Assessments:** The teacher assesses instructional outcomes through performance assessments with clear criteria for assessing student work. The approach to using performance assessments includes student use, as well as teacher use, of the assessment information.

Evaluation Criteria for Domain 1: Student-Directed Learning Activities

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• Learning activities are almost entirely student-directed. • Every fifteen minutes or less, teacher interjects higher order thinking questions into the lesson and allows students to collaborate with classmates to reach the answer (Small Group Purposeful Talk). • Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. • Teacher incorporates critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom's Taxonomy. • Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work. • The approach to using performance assessments is well-designed and includes student use, as well as teacher use, of the assessment information.	• Learning activities are frequently student-directed. • During lectures and teacher-centered activities, teacher poses higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk). • Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students. • Teacher regularly poses pre-planned critical writing prompts that ask students to think at the application level or higher of Bloom's Taxonomy. • Instructional outcomes are often assessed by the use of performance assessments. • Assessment criteria and standards are clear. • The teacher has a well-developed strategy for using performance assessments.	• Learning activities are mostly teacher-directed. • Lectures are rarely, if ever, interrupted with opportunities for students to talk about the learning/problem solve with their peers (Small Group Purposeful Talk). • Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students. • Lessons rarely include opportunities for students to write critically about what they have learned in class. • Instructional outcomes are occasionally assessed by the use of performance assessments. • Assessment criteria and standards have been developed, but they are not always clear. • The teacher's approach to using performance assessments is rudimentary.	• Learning activities are almost entirely teacher-directed. • Lectures do not include opportunities for students to talk about the learning/problem solve with their peers (Small Group Purposeful Talk). • Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity. • Lessons do not include opportunities for students to write critically about what they have learned in class. • Instructional outcomes are rarely, if ever, assessed by the use of performance assessments. • Assessments lack criteria by which student performance will be assessed. • The teacher has no plan to incorporate performance assessments.

Domain 2: Teacher Instructional Practices

Critical Attributes
- **2.1: Lesson Frame:** The teacher clearly posts lesson frames on the board in "We will" and "I will" format. Lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show the teacher what they learned.
- **2.2: Providing Recognition:** The teacher recognizes student achievement and acknowledges student attainment of specific goals. Praise is specific and aligned with expected performance and behaviors.
- **2.3: Reinforcing Effort:** The teacher positively reinforces student effort using strategies that enhance student understanding of the relationship between effort and achievement.
- **2.4: Encouraging Intellectual Risk:** The teacher ensures that classroom interactions with students and among students create an environment where all students feel valued and are comfortable taking intellectual risks.

Evaluation Criteria for Domain 2: Teacher Instructional Practices

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
● Lesson frames are clearly posted on the board in "We will" and "I will" format. ● Lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show the teacher what they learned. ● Positive language is used frequently during instruction. ● Teacher frequently ensures that student effort is positively reinforced and achievement is recognized. ● Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. ● The net result of classroom interactions is an environment where all students feel valued and are comfortable taking intellectual risks.	● Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it. ● Positive language is consistently used during instruction. ● Teacher regularly ensures that student effort is positively reinforced and achievement is recognized. ● Teacher-student interactions are friendly and demonstrate general caring and respect. ● Teacher-student interactions are appropriate to the ages, cultures, and developmental levels of the students. ● The net result of classroom interactions is a polite, respectful, and business-like environment, though students may be somewhat cautious about taking intellectual risks.	● Lesson objectives and products are either not posted daily or are incomplete. ● Positive language is rarely used during instruction. ● Teacher occasionally ensures that student effort is positively reinforced and achievement is recognized. ● Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. ● The net result of classroom interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.	● Lesson objectives and products are not posted daily. ● Positive language is not used during instruction. ● Teacher rarely ensures that student effort is positively reinforced and achievement is recognized. ● Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. ● The net result of classroom interactions is negative and discourages students to take intellectual risks.

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Domain 3: Higher Order Thinking

Critical Attributes
- **3.1: Pre-Planned Higher Order Questions:** The teacher's lessons include a variety of pre-planned higher order questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
- **3.2: Application level of Bloom's Taxonomy or Above:** The teacher designs learning activities that require students to think at the application level or above on Bloom's Taxonomy.
- **3.3: Focus on the Reasoning in Discussions:** The teacher creates genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking.
- **3.4: High levels of Student Participation in Discussion:** The teacher successfully engages students in discussions, employing a range of strategies to ensure that students are heard. Students formulate questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.
- **3.5: Student Collaboration:** The teacher ensures that students collaborate with others to work on projects and work on assignments that require high levels of critical thinking. Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement.
- **3.6: Real World Connections to the Learning:** The teacher designs learning activities that allow students to identify the real world need of the learning and provides learning activities that are posed from a problem-based, real-life perspective.

Evaluation Criteria for Domain 3: Higher Order Thinking

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
- Lessons frequently include pre-planned higher order questions. - The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. - Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. - Students themselves ensure that all voices are heard in the discussion. - Students collaborate with others to work on projects and work on assignments that require high levels of critical thinking (application level and above) on a daily basis. - Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. - Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.	- Lessons regularly include pre-planned higher order questions. - While the teacher may use some low-level questions, the teacher poses questions designed to promote student thinking and understanding. - The teacher creates genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. - The teacher challenges students to justify their thinking and successfully engages most students in discussions, employing a range of strategies to ensure that most students are heard. - Students have several opportunities daily to think at the application level or above on Bloom's Taxonomy. These opportunities are frequently posed in a manner that allows students to work collaboratively. - Students are able identify the real-world connections/life relevance to the learning.	- Lessons seldom include pre-planned higher order questions. - The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. - The teacher attempts to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. - The majority of student learning is at the understanding and knowledge levels of Bloom's Taxonomy. - Instructional strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with their peers. - Students are rarely able to articulate the real world significance of the learning.	- Lessons do not include pre-planned higher order questions. - The teacher's questions are of low cognitive complexity, with single correct responses, and may be asked in rapid succession. - Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. - Only a few students participate in the discussion. - Student learning is mostly at the knowledge level of Bloom's Taxonomy or lessons do not include observable student work. - Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers. - Students are unable to articulate real world significance of the learning.

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Domain 4: Engaged Learning

Critical Attributes
- **4.1: Student Collaboration to Define the Task, Process, and/or Solution:** The teacher provides learning activities that allow students to collaborate to define the task, the process, and/or the solution.
- **4.2: Student Enthusiasm, Interest, Thinking, & Problem Solving:** The teacher designs learning activities that promote student enthusiasm and engagement in the learning by providing opportunities for students to initiate inquiry and contribute to the exploration of important content.
- **4.3: Learning Tasks Requiring High-Level Student Thinking:** The teacher provides well-designed learning tasks and activities that intellectually engage students by requiring complex thinking and challenging content. The teacher provides suitable scaffolding and students are asked to explain their thinking.
- **4.4: Students Highly Motivated to Work on All Tasks:** The teacher's lesson design and strategies result in students being motivated to be actively intellectually engaged in the learning activities.
- **4.5: Students are Persistent with Challenging Tasks:** The teacher provides appropriate scaffolding to support student engagement and persistence through important and challenging content.
- 4**.6: Suitable Pacing of Lessons:** The teacher's lessons have a clearly defined structure and the pacing of lessons provides students with the time needed to intellectually engage, reflect upon their learning, and to consolidate their understanding.

Evaluation Criteria for Domain 4: Engaged Learning

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
- Students collaborate to define the task, the process, and/or the solution. - Collaboration extends beyond the classroom. - Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. - The teacher provides suitable scaffolding and challenges students to explain their thinking. - There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. Lessons have a clearly defined structure, and the pacing of lessons provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	- Students collaborate to define the process and/or the solution. - The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. - Instructional techniques result in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. - The groupings of students are suitable to the activities. - Lessons have a clearly defined structure, and the pacing of lessons is appropriate, providing most students the time needed to be intellectually engaged.	- Students report what they have learned only with possible collaboration. - The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. - The groupings of students are moderately suitable to the activities. - Lessons have a recognizable structure; however, the pacing lessons may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	- The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. - Lessons have no clearly defined structure, or the pace of lessons is too slow or rushed.

Domain 5: Technology Integration

Critical Attributes

- **5.1: Awareness/Utilization of Technology Resources:** The teacher is fully aware and takes advantage of the available technology resources and routinely seeks out new resources or strategies that are appropriate to enrich student learning.
- **5.2: Technology Facilitated Critical Thinking, Problem Solving, & Creativity:** The teacher creates technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. Students routinely model appropriate uses of technology and explain how technology choices help them learn independently, be creative, or think critically.
- **5.3: Technology Use Connects to Learning Outcomes:** The teacher designs technology tasks that directly connect the technology use to the desired learning outcomes.
- 5.4: Process/Product are Dependent Technology: The teacher ensures that the learning process and/or the student products are dependent upon the use of technology during technology-integrated lessons.
- **5.5: Qualitative Indicators of Appropriate/ Effective Technology Use:** The teacher collaborates with students to create qualitative indicators of appropriate and effective technology use. While lessons include teacher-led technology use, students are the primary users of technology and their technology use is focused on creating, evaluating, and analyzing during both the learning process (accessing information, collecting data, analyzing information, collaborating with others) and the demonstration of learning through the creation of products.
- **5.6: Digital Citizenship:** The teacher ensures that students regularly demonstrate their understanding of the importance of digital citizenship and ensures that learning activities provide students with opportunities to evaluate the extent to which their own technology use demonstrates safe and responsible practices.

Evaluation Criteria for Domain 5: Technology Integration (Grades PK-3)

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
- The teacher is fully aware/takes advantage of technology resources and routinely seeks out new resources/strategies. - Technology-integrated learning activities enable students to learn independently, to be creative, and to think critically. - Students routinely model appropriate uses of technology and explain how technology choices help them learn independently, be creative, or think critically. - Frequent technology use is built into lesson design in a way that enhances student learning. - Selected technology tools are essential for task completion. - Technology tasks directly connect to the learning outcomes. - The lesson process and/or product are dependent upon the use of technology. - Students determine which tool(s) best address the needs of the task at hand. - Qualitative indicators of appropriate and effective technology use are created collaboratively with students. - Students are the primary users of technology and use is focused on creating, evaluating, and analyzing during both the learning process (accessing information, collecting data, analyzing information, collaborating with others) and the demonstration of learning through the creation of products. - Students regularly demonstrate understanding of digital citizenship and evaluate the extent to which their own technology use demonstrates safe and responsible practices.	- The teacher is aware/takes advantage of available technology resources, seeking out new resources or strategies that are appropriate to enrich student learning. - Technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically. - The teacher models appropriate uses of technology and explains how technology can help students learn independently, be creative, and think critically. - Qualitative indicators of technology use are shared with students when assignments are given so that they understand how to use technology appropriately and know what is expected. - Regular technology use into incorporated into lesson design in a way that enhances student learning. - Technology tools facilitate task completion, and the technology tasks connect to the learning outcomes. - The teacher regularly guides students through the use of one or more tool(s) and discusses why the tool(s) best address(es) the process and/or product needs of the task. - Technology is used when presenting information. - Student technology use is regular and focused on group and/or individual open-ended problem-solving, accessing information, and the demonstration of learning through the creation of products. - Lessons help students understand the importance of digital citizenship.	- The teacher is somewhat aware of available technology resources and occasionally takes advantage of the technology resources with which he/she is familiar. - The teacher seeks out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. - Lessons occasionally include technology-integrated learning activities or include activities where technology is an add-on that is only somewhat needed/not needed for task completion. - Learning activities that incorporate the student use of technology may focus on lower-order thinking skills or involve only product-oriented technology. - The teacher is the primary user of technology during lessons, which is used to present information in a one-to-many learning environment. - The teacher rarely models appropriate technology use and only occasionally incorporates student participation in the use of technology during instruction. - Student technology use is infrequent, focuses primarily on the creation of products that could be replicated without technology, or consists primarily of students working individually on learning games/apps.	- The teacher is unaware of or unfamiliar with the available technology resources for or does not take advantage of the available resources. - The teacher does not seek out new technology resources or ways to effectively integrate technology into teaching. - Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology (i.e., games, rewards). - Technology is almost exclusively used during teacher presentations in a one-to-many learning environment or it is not used at all. - The teacher rarely models technology use or incorporates student participation in the use of technology during instruction.

Domain 6: Behavior Interventions & Supports

Critical Attributes
- **6.1: Posted Expectations and Procedures:** The teacher posts expectations for behavior and classroom discipline procedures.
- **6.2: Positive Reinforcement of Desired Behavior:** The teacher uses positive language to reinforce desired behavior.
- **6.3: Redirection of Inappropriate Behavior:** The teacher appropriately and effectively redirects disruptive and/or inappropriate student behavior.
- **6.4: Teaching in the Power Zone:** The teacher circulates the classroom during learning activities and interacts with students equitably.
- **6.5: Maximized Time on Task:** The teacher's classroom routines and procedures are evident through students' maximized time on task.
- **6.6: Class Behavior Meets Expectations:** The teacher's classroom management strategies/procedures are fully effective and result in student behavior that meets expectations.

Evaluation Criteria for Domain 6: Behavior Interventions & Supports

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• Teacher meets District standards 100% of the time.	• Teacher meets District standards with only a few exceptions.	• Teacher frequently fails to meet District standards.	• Teacher consistently fails to meet District standards.

Domain 7: Student Learning Objectives

Critical Attributes
- **7.1: Creating a Student Learning Objective:** The teacher identifies the foundational skill they will address in their SLO, identifies student starting points on the foundational skill, and develops clear targets for student growth.
- **7.2: Monitoring Progress to Drive Instruction:** The teacher works with their appraiser and PLC to engage in ongoing progress monitoring toward goals, designing assignments/projects/assessments that align with the SLO. The teacher develops strategies to adjust instruction based on analysis of student learning.
- **7.3: Evaluating Success and Reflection:** The teacher compiles a body of evidence of student work to determine whether students have met their growth goals. The teacher reflects with their appraiser regarding the effectiveness of the teacher's engagement in the SLO process and plans for instructional refinement.

Evaluation Criteria for Domain 7: Student Learning Objectives

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher has crafted a high-quality Skill Statement that can be developed throughout the curriculum. • The teacher has set beginning of year skill profiles using multiple sources of data. • The teacher has set student growth goals that reflect high expectations for students. • The teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed. • Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth. • Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth.	• The teacher has crafted a quality Skill Statement that can be developed throughout the curriculum. • The teacher has set beginning of year skill profiles using multiple sources of data. • The teacher has set student growth goals that reflect high expectations for students. • The teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed. • The teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth. • Approximately half of the students met their expected growth target.	• The teacher has crafted an adequate Skill Statement that can be developed throughout the curriculum. • The teacher has set beginning of year skill profiles using minimal sources of data. • The teacher has set student growth goals that reflect adequate expectations for students. • The teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies although with limited success. • The teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth. • Significantly less than half of the students met their expected growth target.	• The teacher has crafted an adequate Skill Statement that can be developed throughout the curriculum. • The teacher has set beginning of year preparedness levels using minimal sources of data. • The teacher has set student growth goals that reflect adequate expectations for some of the students. • The teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success. • The teacher has compiled a limited body of evidence that unreliably documents students' end of year growth. • Very few of the students met or exceeded their expected growth target.

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Domain 8: Professional Practices & Responsibilities
Indicator 8.1 – Professional Development

Critical Attributes
- **8.1: Professional Development:** The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues/ supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.1 – Professional Development

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • The teacher solicits feedback on practice from both supervisors and colleagues. • The teacher initiates important activities to contribute to the profession.	• The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. • The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	• The teacher participates to a limited extent in professional activities when they are convenient. • The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. • The teacher finds limited ways to assist other teachers and contribute to the profession.	• The teacher engages in no professional development activities to enhance knowledge or skill. • The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Domain 8: Professional Practices & Responsibilities
Indicator 8.2 – Communicating with Families

Critical Attributes
- **8.2: Communicating with Families:** The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher engages families in the instructional program.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.2 – Communicating with Families

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. • The teacher responds to family concerns with professionalism and sensitivity. • The teacher's efforts to engage families in the instructional program are frequent and successful.	• The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. • The teacher makes some attempts to engage families in the instructional program.	• The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. • The communication that does take place may not be sensitive to those families.	• The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. • The teacher does not respond, or responds insensitively, to parental concerns.

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Domain 8: Professional Practices & Responsibilities
Indicator 8.3 – Participating in the Professional Community

Critical Attributes
- **8.3: Participating in the Professional Community:** The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.3 – Participating in the Professional Community

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • The teacher takes a leadership role in promoting a culture of professional inquiry. • The teacher volunteers to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.	• The teacher's relationships with colleagues are characterized by mutual support and cooperation. • The teacher actively participates in a culture of professional inquiry. • The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.	• The teacher maintains cordial relationships with colleagues to fulfill duties that the school or District requires. • The teacher participates in the school's culture of professional inquiry when invited to do so. • The teacher participates in school events and school and District projects when specifically asked.	• The teacher's relationships with colleagues are negative or self-serving. • The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • The teacher avoids becoming involved in school events or school and District projects.

Domain 8: Professional Practices & Responsibilities
Indicator 8.4 – Use of Data for Improvement of Student Performance

Critical Attributes
- **8.4: Use of Data for Improvement of Student Performance:** The teacher ensures that data is used to track student progress and make instructional decisions.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.4 – Use of Data for Improvement of Student Performance

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher's instruction is planned and differentiated based on student data.	• The teacher ensures that data is used to track student progress and make instructional decisions.	• Data is occasionally used to track student progress. • Data is not consistently used to inform instructional decisions or to provide differentiation.	• There is no evidence of the teacher using data to track student progress.

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Domain 8: Professional Practices & Responsibilities
Indicator 8.5 – Maintaining Accurate Records

Critical Attributes
- **8.5: Maintaining Accurate Records:** The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.5 – Maintaining Accurate Records

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • The teacher works with peers to provide information regarding student progress in special programs. • The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.	• The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	• The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • The teacher's records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.	• The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • The teacher's records are not well-maintained, the result being errors and confusion.

Domain 8: Professional Practices & Responsibilities
Indicator 8.6 – Campus Procedures and Requirements

Critical Attributes
- **8.6: Campus Procedures and Requirements:** The teacher meets directives and guidelines. Procedures are completed in a timely manner. The teacher is on time for arrival, duty, and/or required meetings.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.6 – Campus Procedures and Requirements

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher meets directives and guidelines. • Procedures are completed in a timely manner without prompting. • The teacher is consistently on time for arrival, duty, and/or required meetings.	• The teacher follows directives and guidelines and rarely needs reminders regarding procedures. • The teacher is on time for arrival, duty, and/or required meetings with only a few exceptions.	• The teacher intermittently follows directives and guidelines and needs reminders regarding procedures. • The teacher is intermittently late for arrival, duty, and/or required meetings.	• The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures. • The teacher is frequently late for arrival, duty, and/or required meetings.

Domain 8: Professional Practices & Responsibilities
Indicator 8.7 – Professional Appearance

Critical Attributes
- **8.7: Professional Appearance:** The teacher meets District and campus standards for professional dress.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities Indicator 8.7 – Professional Appearance			
Exceeds Expectations	**Meets Expectations**	**Below Expectations**	**Unsatisfactory**
● Teacher meets District and campus standards for professional dress 100% of the time.	● Teacher meets District and campus standards for professional dress with only a few exceptions.	● Teacher frequently fails to meet District and/or campus standards for professional dress.	● Teacher consistently fails to meet District and/or campus standards for professional dress.

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APPENDIX B
Lago Vista NexGen Teacher Appraisal System Framework
for Special Education Teachers

Domain 1: Student-Directed Learning Activities

Critical Attributes
- **1.1: Student-Directed Learning Activities:** The teacher designs learning activities that are student-directed with accommodations and modifications to support independent practice.
- **1.2: Small Group Purposeful Talk:** The teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within my students' zones of proximal development and allow students to collaborate with classmates to discuss the learning (Small Group Purposeful Talk).
- **1.3: High-Level Activities Aligned to Instructional Outcomes:** The teacher aligns learning activities with instructional outcomes and designs lessons to engage students in high-level cognitive activity.
- **1.4: Differentiation:** The teacher appropriately differentiates learning activities for individual learners using individualized instruction/assessment aligned to students' IEPs.
- **1.5: Student Reflection:** The teacher incorporates opportunities for reflection on learning objectives into lessons on a daily basis that require students to think at higher levels.
- **1.6: Individualized Assessments:** The teacher assesses instructional outcomes through individualized assessments with clear criteria for assessing student work. The approach to using performance assessments is driven by IEP goals, is well-designed, and includes student use, as well as teacher use, of the assessment information.

Evaluation Criteria for Domain 1: Student-Directed Learning Activities

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• Learning activities are almost entirely student-directed with accommodations and modifications to support independent practice. • Every fifteen minutes or less, the teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within students' zones of proximal development and allows students to collaborate with classmates and discuss the learning (Small Group Purposeful Talk). • Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated using individualized instruction/assessment aligned to my students' IEPs. • The teacher incorporates opportunities to reflect on learning objectives into lessons on a daily basis and requires students to think at higher levels. • Instructional outcomes are assessed using assessments designed to evaluate the students' application of skills, with clear criteria for assessing student work. • The teacher's approach to using individualized assessments driven by IEP goals is well designed and includes student	• Learning activities are frequently student-directed with accommodations and modifications to support independent practice. • The teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within students' zones of proximal development that allow students to talk about their learning (Small Group Purposeful Talk). • Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with individualized instruction/assessment aligned to students' IEPs. • The teacher regularly provides opportunities for reflection on learning objectives that asks students to think at higher levels. • Instructional outcomes are often assessed using assessments designed to evaluate the students' application of skills. • Assessment criteria and standards are clear. • The teacher has a well-developed strategy for using individualized assessments driven by IEP goals.	• Learning activities are mostly teacher-directed, with infrequent use of accommodations and modifications to support independent practice. • Lectures rarely, if ever, incorporate cueing and prompting to ask higher order questions located within students' zones of proximal development and that allow students to talk about their learning (Small Group Purposeful Talk). • Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no individualized instruction/assessment aligned to students' IEPs. • Lessons rarely include opportunities for students to reflect on learning objectives. • Instructional outcomes are occasionally assessed by the use of assessments designed to evaluate the students' application of skills. • Assessment criteria and standards have been developed, but they are not always clear.	• Learning activities are almost entirely teacher-directed, with little or no use of accommodations and/or modifications to support independent practice. • Lectures do not include cueing and/or prompting located within students' zones of proximal development that allow students to talk about their learning (Small Group Purposeful Talk). • Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity through individualized instruction/assessment aligned to students' IEPs. • Lessons do not include opportunities for students to reflect on learning objectives. • Instructional outcomes are rarely, if ever, assessed by the use of assessments designed to evaluate the students' application of skills. • Assessments lack criteria by which student performance will be assessed. • The teacher has no plan to incorporate individualized assessments driven by IEP goals.

| | | ● The teacher's approach to using individualized assessments driven by IEP goals is rudimentary. | |

Domain 2: Teacher Instructional Practices

Critical Attributes
- **2.1: Lesson Frame:** The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance. These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show what they learned.
- **2.2: Providing Recognition:** The teacher recognizes student achievement and acknowledges student attainment of specific goals. Praise is specific and aligned with expected performance and behaviors.
- **2.3: Reinforcing Effort:** The teacher positively reinforces student effort using strategies that enhance student understanding of the relationship between effort and achievement.
- **2.4: Encouraging Intellectual Risk:** The teacher ensures that classroom interactions with students and among students create an environment where all students feel valued and are comfortable taking intellectual risks.

Evaluation Criteria for Domain 2: Teacher Instructional Practices

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
● The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance. ● These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show what they learned. ● Positive language is used frequently during instruction. ● The teacher frequently ensures that student effort is positively reinforced and achievement is recognized. ● Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. ● The net result is an environment where all students feel valued and are comfortable taking intellectual risks.	● The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance. ● Positive language is consistently used during instruction. ● The teacher regularly ensures that student effort is positively reinforced and achievement is recognized. ● Teacher-student interactions are friendly and demonstrate general caring and respect. ● Such interactions are appropriate to the ages, cultures, and developmental levels of the students. ● The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	● The teacher occasionally, but does not consistently, frame lessons by ensuring that he/she is explicit about learning goals and their relevance. ● Positive language is rarely used during instruction. ● The teacher occasionally ensures that student effort is positively reinforced and achievement is recognized. ● Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. ● The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.	● The teacher does not effectively frame lessons by ensuring that he/she is explicit about learning goals and their relevance. ● The teacher does not use positive language during instruction. ● The teacher rarely ensures that student effort is positively reinforced and achievement is recognized. ● Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. ● The net result of the interactions is negative and discourages students to take intellectual risks.

Domain 3: Higher Order Thinking

Critical Attributes
- **3.1: Pre-Planned Higher Order Questions:** The teacher's lessons include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses).
- **3.2: Higher Order Thinking:** The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance higher-level thinking, and promote metacognition.
- **3.3: Focus on the Reflecting on the Learning:** The teacher embeds social and emotional learning objectives and opportunities to reflect on the learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher promotes higher-level thinking with students through explicit questioning that may include where/how, as opposed to why.
- **3.4: High levels of Student Participation in Discussion:** The teacher successfully engages students in discussions, employing a range of strategies to ensure that students are heard. Students formulate questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.
- **3.5: Student Collaboration:** The teacher ensures that teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement.
- **3.6: Real World Connections to the Learning:** The teacher designs learning activities that allow students opportunities daily to practice skills in real-world settings (school, family and community). These opportunities allow students to work collaboratively. Students are able to identify the real-world connections/life relevance to the learning.

Evaluation Criteria for Domain 3: Higher Order Thinking

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• Lessons frequently include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). • The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance higher- level thinking, and promote metacognition. • On a daily basis, the teacher embeds social and emotional learning objectives and reflection on learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. • The teacher frequently promotes higher-level thinking with students through explicit questioning that may include where/how, as opposed to why, and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. • Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement. • Students have ongoing opportunities daily to practice skills in real-world settings (school, family and community). These opportunities frequently allow students to work collaboratively. • Students are able identify the real-world connections/life relevance to the learning.	• Lessons regularly include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). • The teacher poses appropriate questions designed to promote student thinking and understanding. • The teacher regularly embeds social and emotional learning objectives and reflection on learning, providing adequate time for students to respond and stepping aside when doing so is appropriate. • The teacher frequently promotes higher-level thinking with students through explicit questioning that may include where/how, as opposed to why, and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. • Students have several opportunities daily to practice skills in real-world settings (school, family and community). These opportunities regularly allow students to work collaboratively. • Students are able identify the real-world connections/life relevance to the learning.	• Lessons seldom include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). • Questions lead students through a single path of inquiry, with answers seemingly determined in advance. • The teacher does not regularly embed social and emotional learning objectives and/or reflection on learning, or does not provide adequate time for students to respond or step aside when doing so is appropriate. • The teacher attempts to engage students in the discussion, but is not often effective in his/her use of explicit questioning, resulting in low levels of engagement or uneven results. • Instructional strategies are primarily teacher-centered with few opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. • Students are rarely able to demonstrate their understanding of the real life significance of the learning.	• Lessons do not include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses). • Questions are of low cognitive complexity, are asked in rapid succession, or do not regularly embed social and emotional learning objectives and/or reflection on learning. • Interaction with students is predominantly recitation style and the teacher mediates all questions and answers. • The teacher accepts all contributions without asking students to explain their reasoning. • The teacher is not effective in his/her use of explicit questioning. • Student learning activities are not designed to effectively promote higher-level thinking or lessons do not include observable student work. • Instructional activities are teacher-centered and do not include opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers. • Students are unable to demonstrate their understanding of the real life significance of the learning.

Domain 4: Engaged Learning

Critical Attributes
- **4.1: Student Collaboration to Define the Task, Process, and/or Solution:** The teacher provides learning activities that allow students to collaborate to define the task, the process, and/or the solution.
- **4.2: Student Enthusiasm, Interest, Thinking, & Problem Solving:** The teacher designs learning activities that promote student enthusiasm and engagement in the learning by providing opportunities for students to initiate inquiry and contribute to the exploration of important content.
- **4.3: Learning Tasks Requiring High-Level Student Thinking:** The teacher provides well-designed learning tasks and activities that intellectually engage students by requiring complex thinking and challenging content. The teacher provides suitable scaffolding and students are asked to explain their thinking.
- **4.4: Students Highly Motivated to Work on All Tasks:** The teacher's lesson design and strategies result in students being motivated to be actively intellectually engaged in the learning activities.
- **4.5: Students are Persistent with Challenging Tasks:** The teacher provides appropriate scaffolding to support student engagement and persistence through important and challenging content.
- **4.6: Suitable Pacing of Lessons:** The teacher's lessons have a clearly defined structure and the pacing of lessons provides students with the time needed to intellectually engage, reflect upon their learning, and to consolidate their understanding.

Evaluation Criteria for Domain 4: Engaged Learning

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
- Students collaborate to define the task, the process, and/or the solution. - Collaboration extends beyond the classroom. - Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. - The teacher provides suitable scaffolding and challenges students to explain their thinking. - Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another. - Lessons have a clearly defined structure that is guided by individual student need. - Lessons provide students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.	- Students are given options to solve a teacher-directed problem with possible collaboration. - The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. - This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. - The groupings of students are suitable to the activities. - Lessons have a clearly defined structure that is guided by individual student need, providing most students the time needed to be intellectually engaged.	- Students report what they have learned only with possible collaboration. - The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. - The groupings of students are moderately suitable to the activities. - Lessons have a recognizable structure; however, lessons may not be guided by individual student need, may not provide students the time needed intellectually engage, or may be so slow that many students have a considerable amount of "down time".	- The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. - Lessons have no clearly defined structure and/or are not guided by individual student need.

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Domain 5: Technology Integration

Critical Attributes
- **5.1: Awareness/Utilization of Technology Resources:** The teacher is fully aware and takes advantage of the available technology resources and routinely seeks out new resources or strategies that are appropriate to enrich student learning.
- **5.2: Technology Facilitates Meeting Individual Student Needs:** The teacher creates technology-integrated learning activities that meet individual student needs in a way that enhances student learning.
- **5.3: Technology Use Connects to IEP:** The teacher designs technology tasks, including assistive technology tasks (high and low tech), that are driven by the IEP and that are a product of collaboration between related service providers and the instructional staff.
- **5.4: Access & Sustainability:** The teacher ensures that student technology use focuses on access and sustainability. The teacher ensures that technology integration is purposeful and supports student access to the curriculum and community.
- **5.5: Teacher Modeling:** The teacher models appropriate uses of technology.
- **5.6: Digital Citizenship:** The teacher ensures that students regularly demonstrate their understanding of safe and responsible technology use.

Evaluation Criteria for Domain 5: Technology Integration (Grades PK-3)

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
- The teacher is fully aware and takes advantage of the available technology resources and routinely seeks out new resources or strategies that are appropriate to enrich student learning. - The teacher consistently creates technology-integrated learning activities that meet individual student needs. - The teacher builds frequent technology use into his/her lesson design in a way that enhances student learning. - The teacher frequently models appropriate uses of technology. - Technology integration focuses entirely on access and sustainability. - Technology use is purposeful and supports student access to the curriculum and community. - Student use of assistive technology (high and low tech) is driven by the IEP and is always a product of collaboration between related service providers and the instructional staff. - Students frequently demonstrate their understanding of safe and responsible technology use.	- The teacher is aware and takes advantage of the available technology resources, seeking out new resources or strategies that are appropriate to enrich student learning. - The teacher regularly creates technology-integrated learning activities that meet individual student needs. - The teacher routinely models appropriate uses of technology. The teacher regularly incorporates technology use into lesson design in a way that enhances student learning. - Technology integration focuses primarily on access and sustainability. - Technology use is purposeful and supports student access to the curriculum and community. - Student use of assistive technology (high and low tech) is driven by the IEP and is a product of collaboration between related service providers and the instructional staff. - Students regularly demonstrate their understanding of safe and responsible technology use.	- The teacher is somewhat aware of the available technology resources and occasionally takes advantage of the technology resources with which he/she is familiar. - The teacher seeks out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so. - Lessons occasionally include technology-related activities that do not meet individual student needs. - The teacher rarely models appropriate technology use. - Student use of technology may not focus primarily on access and sustainability. - Technology use is not always purposeful or does not always support student access to the curriculum and community. - Student use of assistive technology is not always driven by the IEP or may not be a product of collaboration between related service providers and the instructional staff. - Lessons rarely provide students with opportunities to demonstrate their understanding of safe and responsible technology use.	- The teacher is not aware of the available technology resources or does not take advantage of the available resources. - The teacher does not seek out new technology resources or ways to effectively integrate technology into his/her teaching. - Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology that do not meet student needs. - The teacher rarely models technology use or incorporates student participation in the use of technology during instruction. - Student use of technology does not appropriately focus on access and/or sustainability. - Technology use is not purposeful or does not always support student access to the curriculum and community. - Student use of assistive technology is not driven by the IEP or is not the product of collaboration between related service providers and the instructional staff. - Lessons do not provide students with opportunities to demonstrate their understanding of safe and responsible technology use.

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Domain 6: Behavior Interventions & Supports

Critical Attributes
- **6.1: Posted Expectations and Procedures:** The teacher posts expectations for behavior and classroom discipline procedures.
- **6.2: Positive Reinforcement of Desired Behavior:** The teacher uses positive language to reinforce desired behavior.
- **6.3: Redirection of Inappropriate Behavior:** The teacher appropriately and effectively redirects disruptive and/or inappropriate student behavior.
- **6.4: Teaching in the Power Zone:** The teacher circulates the classroom during learning activities and interacts with students equitably.
- **6.5: Maximized Time on Task:** The teacher's classroom routines and procedures are evident through students' maximized time on task.
- **6.6: Class Behavior Meets Expectations:** The teacher's classroom management strategies and procedures are fully effective and result in student behavior that meets expectations.

Evaluation Criteria for Domain 6: Behavior Interventions & Supports

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
● Teacher meets District standards 100% of the time.	● Teacher meets District standards with only a few exceptions.	● Teacher frequently fails to meet District standards.	● Teacher consistently fails to meet District standards.

Domain 7: Student Learning Objectives

Critical Attributes
- **7.1: Curriculum Development and Priority Standards:** The teacher identifies appropriate IEP goals for the grade-level content area and organizes his/her scope and sequence to best ensure mastery of these goals.
- **7.2: High Quality Performance Assessments:** The teacher crafts high quality performance assessments to evaluate student mastery of identified IEP goals and provide this information through the data collection system.
- **7.3: Communication of Student Performance Criteria:** The teacher creates a scoring guide/rubric to communicate student performance criteria used to assess performance tasks that reflect high expectations for students.
- **7.4: Student Progress Monitoring:** The teacher monitors student progress, collects data, reflects on his/her pedagogy, and makes successful adjustments, as needed.
- **7.5: Student Mastery of Learning Outcomes:** The teacher utilizes formative and summative assessments that indicate that all or almost all of his/her students demonstrate targeted mastery of the learning outcomes.

Evaluation Criteria for Domain 7: Student Learning Objectives

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
● Teacher meets District standards 100% of the time.	● Teacher meets District standards with only a few exceptions.	● Teacher frequently fails to meet District standards.	● Teacher consistently fails to meet District standards.

Domain 8: Professional Practices & Responsibilities
Indicator 8.1 – Professional Development

Critical Attributes
- **8.1: Professional Development:** The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.1 – Professional Development

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. • The teacher solicits feedback on practice from both supervisors and colleagues. • The teacher initiates important activities to contribute to the profession.	• The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. • The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. • The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	• The teacher participates to a limited extent in professional activities when they are convenient. • The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. • The teacher finds limited ways to assist other teachers and contribute to the profession.	• The teacher engages in no professional development activities to enhance knowledge or skill. • The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. • The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

Domain 8: Professional Practices & Responsibilities
Indicator 8.2 – Communicating with Families

Critical Attributes
- **8.2: Communicating with Families:** The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. The teacher engages families in the instructional program.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.2 – Communicating with Families

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. • The teacher responds to family concerns with professionalism and sensitivity. • The teacher's efforts to engage families in the instructional program are frequent and successful.	• The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner. • The teacher makes some attempts to engage families in the instructional program.	• The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. • The communication that does take place may not be sensitive to those families.	• The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. • The teacher does not respond, or responds insensitively, to parental concerns.

Domain 8: Professional Practices & Responsibilities
Indicator 8.3 – Participating in the Professional Community

Critical Attributes
- **8.3: Participating in the Professional Community:** The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.3 – Participating in the Professional Community

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. • The teacher takes a leadership role in promoting a culture of professional inquiry. • The teacher volunteers to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.	• The teacher's relationships with colleagues are characterized by mutual support and cooperation. • The teacher actively participates in a culture of professional inquiry. • The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.	• The teacher maintains cordial relationships with colleagues to fulfill duties that the school or District requires. • The teacher participates in the school's culture of professional inquiry when invited to do so. • The teacher participates in school events and school and District projects when specifically asked.	• The teacher's relationships with colleagues are negative or self-serving. • The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. • The teacher avoids becoming involved in school events or school and District projects.

Domain 8: Professional Practices & Responsibilities
Indicator 8.4 – Use of Data for Improvement of Student Performance

Critical Attributes
- **8.4: Use of Data for Improvement of Student Performance:** The teacher ensures that data is used to track student progress and make instructional decisions.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.4 – Use of Data for Improvement of Student Performance

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher's instruction is planned and differentiated based on student data.	• The teacher ensures that data is used to track student progress and make instructional decisions.	• Data is occasionally used to track student progress. • Data is not consistently used to inform instructional decisions or to provide differentiation.	• There is no evidence of the teacher using data to track student progress.

Domain 8: Professional Practices & Responsibilities
Indicator 8.5 – Maintaining Accurate Records

Critical Attributes
- **8.5: Maintaining Accurate Records:** The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.5 – Maintaining Accurate Records

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Teacher-developed IEPs are compliant and ARD procedures consistently follow District guidelines. • The teacher works with peers to provide information regarding student progress in special programs. • The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.	• The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. • Teacher-developed IEPs are compliant and ARD procedures follow District guidelines with few reminders.	• The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. • The teacher's records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.	• The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. • The teacher's records are not well-maintained, the result being errors and confusion.

Domain 8: Professional Practices & Responsibilities
Indicator 8.6 – Campus Procedures and Requirements

Critical Attributes
- **8.6: Campus Procedures and Requirements:** The teacher meets directives and guidelines. Procedures are completed in a timely manner. The teacher is on time for arrival, duty, and/or required meetings.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.6 – Campus Procedures and Requirements

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
• The teacher meets directives and guidelines. • Procedures are completed in a timely manner without prompting. • The teacher is consistently on time for arrival, duty, and/or required meetings.	• The teacher follows directives and guidelines and rarely needs reminders regarding procedures. • The teacher is on time for arrival, duty, and/or required meetings with only a few exceptions.	• The teacher intermittently follows directives and guidelines and needs reminders regarding procedures. • The teacher is intermittently late for arrival, duty, and/or required meetings.	• The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures. • The teacher is frequently late for arrival, duty, and/or required meetings.

Domain 8: Professional Practices & Responsibilities
Indicator 8.7 – Professional Appearance

Critical Attributes
- **8.7: Professional Appearance:** The teacher meets District and campus standards for professional dress.

Evaluation Criteria for Domain 8: Professional Practices & Responsibilities
Indicator 8.7 – Professional Appearance

Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
● Teacher meets District and campus standards for professional dress 100% of the time.	● Teacher meets District and campus standards for professional dress with only a few exceptions.	● Teacher frequently fails to meet District and/or campus standards for professional dress.	● Teacher consistently fails to meet District and/or campus standards for professional dress.

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