



**Lago Vista ISD
NexGen Teacher
Appraisal System
Manual**

Lago Vista ISD's NexGen Teacher Appraisal System Manual

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

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

Commissioner's Rules Concerning Educator Appraisal

§150.1001. General Provisions.

- (a) All school districts have two choices in selecting a method to appraise teachers: a teacher appraisal system recommended by the commissioner of education or a local teacher appraisal system.
- (b) The commissioner's recommended teacher appraisal system, the Texas Teacher Evaluation and Support System (T-TESS), was developed in accordance with the Texas Education Code (TEC), §21.351.
- (c) The superintendent of each school district, with the approval of the school district board of trustees, may select the T-TESS. Each school district or campus wanting to select or develop an alternative teacher appraisal system must follow the TEC, §21.352, and §150.1007 of this title (relating to Alternatives to the Commissioner's Recommended Appraisal System).
- (d) The commissioner may designate a regional education service center to serve as the T-TESS certification provider for the state. The designated regional education service center may collect appropriate fees under the TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.
- (e) Sections 150.1002 through 150.1006 of this title apply only to the T-TESS and not to local teacher appraisal systems.
- (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 student growth measures.

Source: *The provisions of this §150.1001 adopted to be effective July 1, 2016, 41 TexReg 2957; amended to be effective October 10, 2017, 42 TexReg 5439.*

Statutory Authority: *The provisions of this §150.1001 issued under the Texas Education Code, §21.351 and §21.352.*

§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.
- (b) Campus option. A campus within a school district may choose to develop a local system as provided in this subsection.
 - (1) The campus 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) submit the process and criteria to the district-level planning and decision-making committee.
 - (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; 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) Upon submission of the appraisal process and criteria to the school district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.
 - (4) The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee's recommendation, and the superintendent's recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

Source: The provisions of this §150.1007 adopted to be effective July 1, 2016, 41 TexReg 2957.

Statutory Authority: The provisions of this §150.1007 issued under the Texas Education Code, §21.351.



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.

A. Frequency of Appraisal

All teachers shall be appraised annually.

B. Appraisers

All teacher appraisers in Lago Vista ISD shall be a trained and certified T-TESS appraiser. The Lago Vista ISD Board of Trustees shall approve all appraisers. 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.

In addition to required T-TESS training and certification, appraisers shall receive appropriate training on the Lago Vista ISD NexGen Teacher Appraisal System before conducting formal observations of teaching.

C. Appraisal Activities and Data Sources

Each teacher shall be appraised each school year. The annual teacher appraisal shall include:

1. **Annual Appraisal Orientation:** The teacher will participate in an annual appraisal orientation held no later than 5 working days after the first day of instruction.
2. **Acknowledgement of Annual Appraisal Orientation:** The teacher will complete the Acknowledgement of Annual Appraisal Orientation and submit it to the appraiser no later than 10 working days after the orientation.
3. **Walkthrough Observations:** Walkthrough observations shall be conducted throughout the year and may begin following the teachers' annual appraisal orientation. Walkthrough observations are conducted at the discretion of the appraiser and 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.
4. **Goal Setting and Professional Development Plan and Conference:** The teacher will engage in personal goal setting and planning for professional development with the appraiser. The teacher will complete a draft of the Goal Setting and Professional Development Plan. At a scheduled conference, the teacher and appraiser will review, revise, and finalize the Goal Setting and Professional Development Plan. The Goal Setting and Professional Development Plan conference is to be held and the plan is to be submitted to the teacher's appraiser no later than the first day of the 2nd nine-week grading period.
5. **Observation Pre-Conference:** An observation pre-conference will be held between the teacher and appraiser no more than 5 working days before the announced observation.

6. **Classroom Observation:** The appraiser will conduct at least one formal, announced classroom observation of a minimum of 45 minutes. The teacher shall be given advance notice of the date of a formal observation. By written, mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.
7. **Observation Post-Conference:** An observation post-conference will be held between the teacher and appraiser within 10 working days after the completion of a formal observation. This conference is diagnostic and prescriptive in nature and includes a written report of the rating of each dimension observed that is presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement. At the discretion of the appraiser, a revision may be made to an area for reinforcement or refinement on the observation summary form based on the post-conference discussion with the teacher.
8. **Observation Summary Report:** At the conclusion of the observation post-conference, the teacher will receive a written summary of the formal observation using the Observation Summary Report form. The observation post-conference and receipt of the Observation Summary Report shall occur within 10 working days after the completion of a formal observation.
9. **Goal-Setting and Professional Development Plan Reflection:** A Goal Setting and Professional Development Plan Reflection will be submitted by the teacher no later than the first day of the 4th nine-week grading period. Upon teacher or appraiser request, a conference will be held to discuss the reflection.
10. **Summative Appraisal Conference:** The teacher and appraiser will participate in an annual summative conference to be held no later than 25 working days before the last day of instruction. The summative conference shall focus on the data and evidence gathered throughout the appraisal year, as well as identifying potential goals and professional development activities for the teacher for the next school year.
11. **Summative Appraisal Report:** The appraiser shall share the written summative annual appraisal report with the teacher within 10 working days following the conclusion of the end-of-year conference but no later than 15 working days before the last day of instruction.

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. Any information from a source other than the teacher's appraiser that will be included as cumulative data shall be verified and documented by the appraiser and shared with the teacher within 10 days of knowledge of the verified information.

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).

Lago Vista ISD NexGen Appraisal Process - Recommended Sequence

WALKTHROUGHS

TEACHER YEAR BEGINS

ANNUAL APPRAISAL ORIENTATION FOR ALL TEACHERS
(No later than 5 working days after the 1st day of instruction)

ACKNOWLEDGMENT OF ANNUAL APPRAISAL ORIENTATION
(Submitted by teacher within 10 working days of orientation)

GOAL SETTING AND PROFESSIONAL DEVELOPMENT PLAN & CONFERENCE
(Submitted by teacher after conference and no later than the first day of the 2nd nine-week grading period; Appraiser shall complete a conference summary form)

OBSERVATION PRE-CONFERENCE
(No more than 5 working days before the announced observation; Appraiser shall complete a conference summary form)

CLASSROOM OBSERVATION
(Announced & 45 minutes in length)

OBSERVATION POST-CONFERENCE
(Within 10 working days of the observation; Appraiser shall complete a conference summary form)

OBSERVATION SUMMARY REPORT
(Submitted by appraiser after conference and within 10 working days of the observation)

GOAL SETTING AND PROFESSIONAL DEVELOPMENT PLAN REFLECTION
(Submitted by teacher no later than the first day of the 4th nine-week grading period)

SUMMATIVE APPRAISAL CONFERENCE
(No later than 25 working days before the last day of instruction; Appraiser shall complete a conference summary form)

SUMMATIVE APPRAISAL REPORT
(Submitted by appraiser within 10 working days following the conclusion of the summative appraisal conference but no later than 15 working days before the last day of instruction)

LAST DAY OF INSTRUCTION

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. Conferences

All conferences shall be scheduled at a date and time that is mutually acceptable to both the appraiser and teacher. In the absence of mutual agreement, a date shall be assigned by the campus principal. All conferences shall be held face-to-face. An exception to allow an appraisal conference to be held virtually must be pre-approved by the superintendent or designee. The appraiser shall submit a conference summary form at the conclusion of all conferences to serve as documentation.

C. Annual Appraisal Orientation

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 Orientation form shall be signed and submitted by the teacher no later than 10 working days after the training.

D. Acknowledgement of Annual Appraisal Orientation

The teacher shall complete the Acknowledgement of Annual Appraisal Orientation and submit it to the appraiser no later than 10 working days after the orientation.

E. Walkthrough Observations

Walkthrough observations shall be conducted throughout the year. Administrators and appraisers may conduct walkthrough observations at any time during the instructional calendar following the teachers' annual appraisal orientation. Walkthroughs shall be unscheduled and unannounced. Walkthrough observations may be used in the summative evaluation at the discretion of the appraiser. In order to be used in the summative evaluation process, the appraiser must share the Walkthrough Observation Form with the teacher within 10 working days of the observation.

F. Goal Setting and Professional Development Plan and Conference

The teacher shall engage in personal goal setting and planning for professional development with the appraiser. At the beginning of the year, the teacher will complete a draft of the Goal Setting and Professional Development Plan, which shall include a self-assessment on the appraisal dimensions, as well as two goals. The goals in the Goal Setting and Professional Development plan shall include:

1. One (1) professional goal and correlating appraisal dimension; and
2. One (1) Student Learning Objective, or SLO, which is a long-term student growth goal that is set by teachers and administrators to help plan instruction and drive student learning throughout the year; and
3. Specific actions, a targeted completion date, and evidence of goal attainment for each goal.

At a scheduled conference, the teacher and appraiser will review, revise, and finalize the Goal Setting and Professional Development Plan. The Goal Setting and Professional Development Plan conference is to be held and the plan is to be submitted to the teacher's appraiser no later than the first day of the 2nd nine-week grading period.

The Goal Setting and Professional Development Plan shall be maintained throughout the course of the school year by the teacher to track progress in the attainment of goals and the performance of teacher's students academic progress in response to the teacher's pedagogical practice as measured at the individual teacher level by student learning objective (SLO). A reflection on the plan shall be shared with the teacher's appraiser prior to the end-of-year conference through the submission of the Goal Setting and Professional Development Plan Reflection and used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the appraisal rubric.

The appraiser shall submit a conference summary form at the conclusion of the Goal Setting and Professional Development Plan conference to serve as documentation.

G. Observation Pre-Conference

Prior to the required formal observation, the appraiser shall conduct an observation pre-conference with the teacher to ask pertinent background questions about the lesson plan, the learning outcomes and the students in the class in order to provide context. It is also appropriate for the appraiser to share expectations in Domains 2 and 3 and assist the teacher in understanding expectations related to the appraisal system.

The observation pre-conference shall be held between the teacher and appraiser no more than 5 working days before the announced observation. The observation pre-conference may not be waived.

The appraiser shall submit a conference summary form at the conclusion of the observation pre-conference to serve as documentation.

H. Classroom Observation

The appraiser shall conduct at least one formal, announced classroom observation of a minimum of 45 minutes. The teacher shall be given advance notice of the date of a formal observation.

A teacher shall be provided one opportunity to request to reschedule the announced observation due to unforeseen circumstances. This request shall be requested in writing at any time prior to the observation.

By written, mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

I. Observation Post-Conference

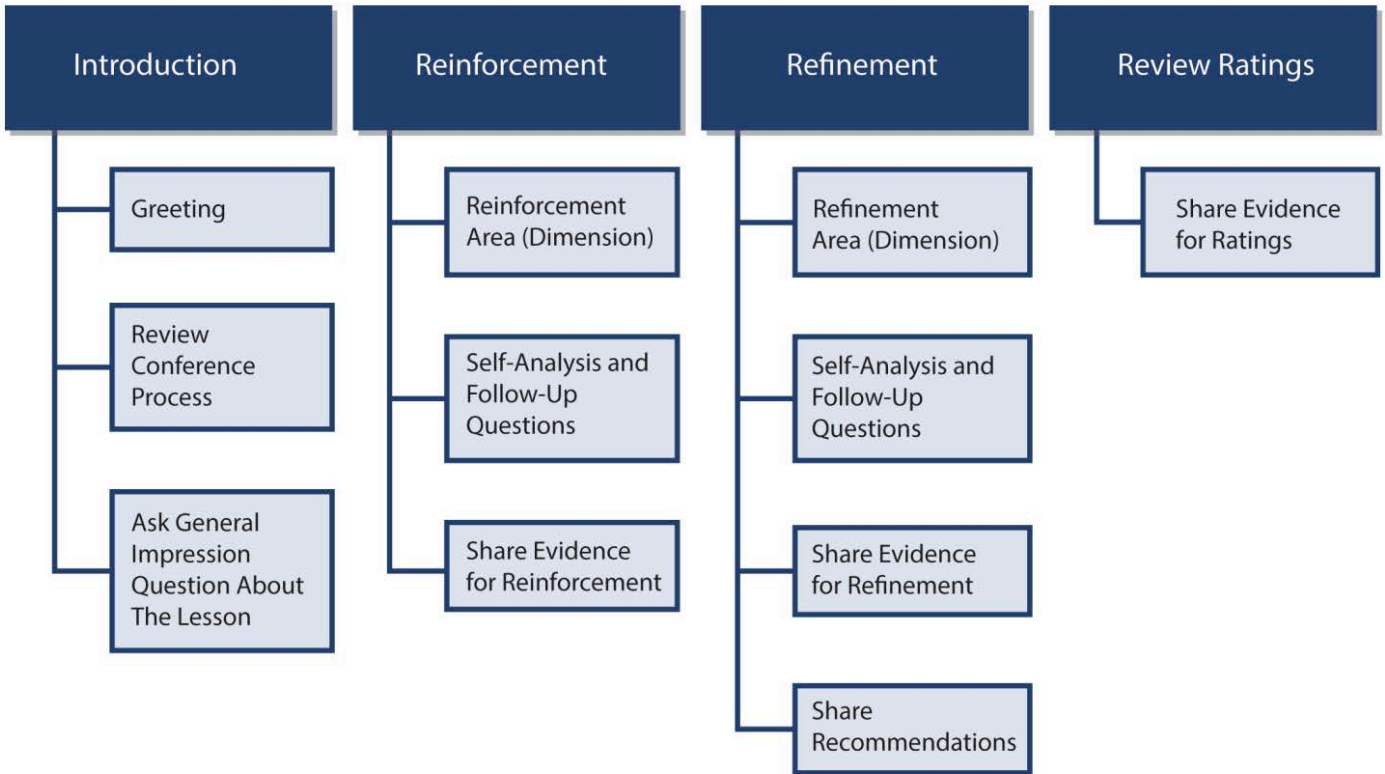
The observation post-conference is required and shall be held between the teacher and appraiser within 10 working days after the completion of a formal observation. The observation post-conference and the summative appraisal conference must be completed separately.

This observation post-conference is diagnostic and prescriptive in nature. Appraisers shall prepare for the post-conference by organizing and examining the evidence obtained during the observed lesson, pre-conference, and planning process. The appraiser shall discuss an area for reinforcement and an area for refinement. A written report of the rating of each dimension observed shall be presented to the teacher only after a discussion of the areas for reinforcement and areas for refinement. At the discretion of the appraiser, a revision may be made to an area for reinforcement or refinement on the observation summary form based on the post-conference discussion with the teacher.

The observation post-conference may not be waived.

The appraiser shall submit a conference summary form at the conclusion of the observation post-conference to serve as documentation.

Post-Conference Outline



J. Observation Summary Report

At the conclusion of the observation post-conference, the teacher shall receive a written summary of the formal observation using the Observation Summary Report. This form shall include a written report of the rating of each dimension observed, as well as areas for reinforcement and areas for refinement. The observation post-conference and receipt of the Observation Summary Report shall occur within 10 working days after the completion of a formal observation.

Prior to sending the observation summary report to the teacher for signing and at the discretion of the appraiser, a revision may be made to an area for reinforcement or refinement based on the post-conference discussion with the teacher.

Both the teacher and the appraiser shall sign the Observation Summary Report after the observation post-conference.

K. Additional Formal Observations

The required formal observation must be announced and must include pre- and post-conferences. Additional formal observations may be conducted at either appraiser discretion or teacher request. A teacher may be given advance notice of the date or time of an additional formal observation, but advance notice is not required. An observation pre-conference is not required for additional formal observations conducted without advance notice.

L. Goal Setting and Professional Development Plan Reflection

The teacher shall complete a Goal Setting and Professional Development Plan Reflection no later than the last day of the 3rd nine-week grading period. The Goal Setting and Professional Development Plan Reflection is intended to provide the teacher with meaningful self-reflection related to the progress made towards meeting the approved professional goal and student learning objective student growth goal. The Goal Setting and Professional Development Plan Reflection shall be submitted to the teacher’s appraiser no later than the first

day of the 4th nine-week grading period and will be used after the end-of-year conference in the determination of ratings for the goal setting and professional development dimensions of the appraisal rubric.

M. Summative Appraisal Conference

The summative conference is to provide the teacher time to share reflections on his/her 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 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 may not be waived. The observation post-conference and the summative appraisal conference must be completed separately.

The appraiser shall submit a conference summary form at the conclusion of the summative appraisal conference to serve as documentation.

N. Summative Appraisal Report

The appraiser shall share the written summative annual appraisal report with the teacher within 10 working days following the conclusion of the summative appraisal conference but no later than 15 working days before the last day of instruction.

The Summative Appraisal Report shall be discussed at the end of the summative appraisal conference and shall include a rating in Domains 1-4 based on the following information:

1. review of the attainment of goals;
2. consideration of professional development needs for the following school year;
3. completion of professional development plan;
4. review of formal classroom observations;
5. student performance information;
6. written walkthrough information; and
7. any other relevant cumulative data.

Both the teacher and the appraiser shall sign the Summative Appraisal Report after the summative appraisal conference.

III. Performance Domains & Rating

A. Performance Domains

Each teacher shall be appraised on the following domains:

1. Planning
2. Instruction
3. Learning Environment
4. 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.

B. Performance Ratings

Each teacher shall be evaluated in each domain using the following performance ratings:

1. Distinguished
2. Accomplished
3. Proficient [*Meets Expectations*]
4. Developing
5. Improvement Needed

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 45 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. An observation pre-conference is not required for second formal observations conducted without advance notice.

The observation post-conference is required and shall be held between the teacher and the alternate appraiser within 10 working days after the completion of the second formal observation. At the conclusion of the observation post-conference, the teacher shall receive a written summary of the second formal observation using the Observation Summary Report. 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 shall be conducted. The observation post-conference and receipt of the Observation Summary Report shall occur within 10 working days after the completion of the second formal observation.

The alternate appraiser shall complete the Summative Appraisal Conference and Summative Appraisal Report in accordance with established rules. 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 "improvement needed" in two or more dimensions.

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. dimension(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 "improvement needed" in two or more dimensions. 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 System Forms

The NexGen Teacher Appraisal System shall include the following forms:

1. Acknowledgement of Annual Appraisal Orientation
2. Conference Summary Form
3. Walkthrough Observation Form
4. Goal Setting and Professional Development Plan
5. Observation Pre-Conference Form
6. Classroom Observation Summary
7. Goal Setting and Professional Development Plan Reflection
8. Summative Appraisal Report
9. Professional Growth Plan

VIII. Additional Provisions

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

- D. 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 Orientation

I, _____, acknowledge that I have participated in the annual appraisal orientation for 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 _____



Lago Vista ISD NexGen Teacher Appraisal System

Conference Summary Form

Teacher _____
Date of Observation _____
Appraiser _____

Campus Assignment _____
Time of Observation _____
Date of Submission _____

Conference Type:

- Goal Setting & Professional Development Plan Conference
- Observation Post-Conference
- Summative Conference

Conference Date & Time:

Individuals in Attendance:

Summary Notes of Conference:



Lago Vista ISD NexGen Teacher Appraisal System

Walkthrough Form

Teacher _____

Campus Assignment _____

Date of Submission _____

Appraiser _____

Appraisers will select one or more dimensions in which to observe during a walkthrough.
Administrators will identify descriptors as Observed, Opportunity for Refinement, or N/A and provide evidence/comments.

Domain I: Planning

Dimension 1.1: Standards and Alignment

The teacher designs clear, well- organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

	Observed	Opportunity for Refinement	N/A
Aligned goals, standards and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate lesson structure design and pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated technology use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real-world application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 1.2: Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

	Observed	Opportunity for Refinement	N/A
Formal/Informal assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific, timely feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of data in planning instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Progress monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 1.3: Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students.

	Observed	Opportunity for Refinement	N/A
Connections to prior learning & experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusts instruction to address strengths & gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social/emotional/academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses varied learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 1.4: Activities**The teacher plans engaging, flexible lessons that encourage higher- order thinking, persistence and achievement.**

	Observed	Opportunity for Refinement	N/A
Higher order thinking questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional groups based on student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students understand role in the groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities, resources, materials & technology aligned to instructional purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal Setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain 1 Evidence:**Domain II: Instruction****Dimension 2.1: Achieving Expectations****The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.**

	Observed	Opportunity for Refinement	N/A
Expectations that challenge students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence of student mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address student mistakes to guide further learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides students initiative opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students monitor their own progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 2.2: Content Knowledge and Expertise**The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.**

	Observed	Opportunity for Refinement	N/A
Conveys accurate content knowledge in multiple contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates learning with other disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipates/addresses student misunderstandings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflects how lesson fits within discipline & standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for different types of thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 2.3: Communication**The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.**

	Observed	Opportunity for Refinement	N/A
Uses probing questions to clarify, elaborate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes/responds to student misunderstandings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks questions that focus on objective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides clear explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Uses clear, correct verbal & written communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for student to communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate wait time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses technology and/or visual tools to enhance communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 2.4: Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

	Observed	Opportunity for Refinement	N/A
Adjusts instruction for student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors quality of student participation and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes/responds to student confusion and/or disengagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides differentiated instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 2.5: Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

	Observed	Opportunity for Refinement	N/A
Monitors/adjusts instruction and activities using student input	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusts instruction/activities to maintain engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checks for understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questioning and academic feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain 2 Evidence:

Domain III: Learning Environment

Dimension 3.1: Classroom Environment, Routines, Procedures

The teacher organizes a safe, accessible and efficient classroom.

	Observed	Opportunity for Refinement	N/A
Procedures, routines clear and efficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active group participation by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe and organized environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of supplies and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 3.2: Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

	Observed	Opportunity for Refinement	N/A
Consistently implements behavior system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students meet expected behavior standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension 3.3: Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

	Observed	Opportunity for Refinement	N/A
Engages all students in meaningful learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work respectfully individually/in groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Domain 3 Evidence:

Walkthrough Summary:

Observations and Comments - Walkthrough Notes:

It is understood that all of these descriptors may not, and probably will not, be observed during any one walkthrough. This form is designed to assess frequency, level of implementation, and to provide feedback to the teacher.



Lago Vista ISD NexGen Teacher Appraisal System

Goal Setting & Professional Development Plan

Teacher _____

Campus Assignment _____

Date of Submission _____

Appraiser _____

PROFESSIONAL GOAL

Step 1: Identify one area of professional growth you will focus on this year and the correlating appraisal dimension.

Step 2: Write a 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:

Goal:

Activities:

- 1.
- 2.
- 3.

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?



Lago Vista ISD NexGen Teacher Appraisal System *Observation Pre-Conference Form*

Teacher _____

Campus Assignment _____

Date of Submission _____

Appraiser _____

Date of Pre-Conference _____

Prior to announced/formal observations, the appraiser conducts a pre-conference meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context for the upcoming observation. The overall purpose of the pre-conference is for the appraiser and teacher to mutually discuss the upcoming lesson observation with focus on the interrelationships between planning, instruction, the learning environment and student outcomes. The pre-conference also provides teachers an opportunity to demonstrate their knowledge and skill for the PLANNING DOMAIN and its correlating dimensions: Standards and Alignment, Data and Assessment, Knowledge of Students, and Activities. The evidence that is gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptors for the Planning Domain, along with team planning meetings and other data collection measures.

Date of Observation _____

Purpose for the Pre-Conference:

Benefits for the Appraiser and Teacher:

Appraiser Questions & Teacher Responses:

Final Thoughts & Reflections:



Lago Vista ISD NexGen Teacher Appraisal System

Classroom Observation Summary

Teacher _____
Date of Observation _____
Appraiser _____

Campus Assignment _____
Time of Observation _____
Date of Submission _____

To the Appraiser:

After the required observation(s) are complete, if the specified behavior is observed, please mark the box by the indicator. If the behavior is not observed, place no mark by the indicator. The appraiser shall write an explanation of why the indicator is not credited in the space provided. Use the space provided to write additional comments or suggestions for the teacher.

Upon completion of the appraisal document:

Mark this observation evaluation document to be viewed by the teacher. Both the teacher and the appraiser shall electronically sign the observation evaluation document.

Domain 1: Planning

RATINGS FOR DOMAIN 1					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence from Observation & Appraiser Comments:

Domain 2: Instruction

RATINGS FOR DOMAIN 2					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence from Observation & Appraiser Comments:

Domain 3: Learning Environment

RATINGS FOR DOMAIN 3					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence from Observation & Appraiser 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



Lago Vista ISD NexGen Teacher Appraisal System *Goal Setting and Professional Development Plan 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:

Student Learning Objective Reflection:

Skill Statement:

Data collected to monitor student growth:

Reflection on progress:

Adjustments to instructional strategies, if necessary:



Lago Vista ISD NexGen Teacher Appraisal System

Summative Appraisal Form

Teacher _____

Campus Assignment _____

Date of Submission _____

Appraiser _____

Domain 1: Planning

RATINGS FOR DOMAIN 1

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence & Appraiser Comments:

Domain 2: Instruction

RATINGS FOR DOMAIN 2					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence & Appraiser Comments:

Domain 3: Learning Environment

RATINGS FOR DOMAIN 3					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence & Appraiser Comments:

Domain 4: Professional Practices and Responsibilities

RATINGS FOR DOMAIN 4					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance; professional appearance; decorum; and procedural, ethical, legal and statutory responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Goal Setting: The teacher reflects on his/her practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Professional Development: The teacher enhances the professional community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evidence & Appraiser Comments:

Professional Growth Plan

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

1. a teacher who is evaluated as improvement needed in two or more dimensions.

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 ISD NexGen Teacher Appraisal System Professional Growth Plan

Teacher _____

Appraiser _____

Date _____

Campus Assignment _____

PGP Start Date: _____

PGP End Date: _____

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 “improvement needed” in two or more dimensions.

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 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 “improvement needed”. 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

Dimension(s) in Need of Improvement: _____

Expectations for change(s) in teacher behavior: _____

Professional improvement activities and dates of completion: _____

Directives for change in educator practice: _____

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.

My appraiser and I have discussed this plan for required improvement. My signature does not indicate whether I agree or disagree with this plan.

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

It is the policy of Lago Vista Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights, or grievance procedures, contact Darren Webb, Superintendent, 8039 Bar-K Ranch Road, Lago Vista, TX 78645, 512-267-8300.

Es norma de Lago Vista Distrito Escolar Independiente de no discriminar por motivos 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 Título 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.

APPENDIX A

Lago Vista ISD NexGen Teacher Appraisal System Rubric (Based on T-TESS)

DOMAIN 1: PLANNING					
Dimension 1.1: Standards and Alignment					
Dimension 1.1 Standards and Alignment: The teacher designs clear, well- organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Standards Basis: 1A, 1B, 3A, 3B, 3C Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> ● All rigorous and measurable goals aligned to state content standards ● All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are logically sequenced ○ are relevant to students' prior understanding and real-world applications ○ integrate and reinforce concepts from other disciplines ○ provide appropriate time for student work, student reflection, lesson and lesson closure ○ deepen understanding of broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners ● Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson ● Integration of technology to enhance mastery of goal(s) 	<ul style="list-style-type: none"> ● All measurable goals aligned to state content standards ● All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students' prior understanding ○ integrate other disciplines ○ provide appropriate time for student work, lesson and lesson closure ○ reinforce broader unit and course objectives ○ are vertically aligned to state standards ○ are appropriate for diverse learners ● All objectives aligned and logically sequenced to the lesson's goal ● Integration of technology to enhance mastery of goal(s) 	<ul style="list-style-type: none"> ● All goals aligned to state content standards ● All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ are relevant to students ○ provide appropriate time for lesson and lesson closure ○ fit into the broader unit and course objectives ○ are appropriate for diverse learners. ● All objectives aligned to the lesson's goal ● Integration of technology when applicable 	<ul style="list-style-type: none"> ● Most goals aligned to state content standards ● Most activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ sometimes provide appropriate time for lesson and lesson closure ● Lessons where most objectives are aligned and sequenced to the lesson's goal 	<ul style="list-style-type: none"> ● Few goals aligned to state content standards. ● Few activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced ○ rarely provide time for lesson and lesson closure ● Lessons where few objectives are aligned and sequenced to the lesson's goal
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 1: PLANNING

Dimension 1.2: Data and Assessment

<p>Dimension 1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
---	----------------------	---------------------	--	-------------------	---------------------------

	<ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress • Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school- wide instructional strategies and goals to meet student needs while maintaining confidentiality • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success 	<ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans • Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality • Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success 	<ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students • Consistent feedback to students, families and other school personnel while maintaining confidentiality • Analysis of student data connected to specific instructional strategies 	<ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of most students • Timely feedback to students and families • Utilization of multiple sources of student data 	<ul style="list-style-type: none"> • Few formal and informal assessments to monitor student progress • Few opportunities for timely feedback to students or families • Utilization of few sources of student data
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 1: PLANNING

Dimension 1.3: Knowledge of Students

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> ● All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas ● Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning ● Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success 	<ul style="list-style-type: none"> ● All lessons that connect to students' prior knowledge, experiences and future learning expectations ● Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning ● Opportunities for students to utilize their individual learning patterns, habits and needs 	<ul style="list-style-type: none"> ● All lessons that connect to students' prior knowledge and experiences ● Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students 	<ul style="list-style-type: none"> ● Most lessons that connect to students' prior knowledge and experiences ● Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students 	<ul style="list-style-type: none"> ● Few lessons that connect to students' prior knowledge and experiences ● Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 1: PLANNING

Dimension 1.4: Activities

Dimension 1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
<p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> ● Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application ● Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability ● The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups ● Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning 	<ul style="list-style-type: none"> ● Questions that encourage all students to engage in complex, higher-order thinking and problem solving. ● Instructional groups based on the needs of all students and maintains both group and individual accountability. ● All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. ● Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> ● Questions that encourage all students to engage in complex, higher-order thinking. ● Instructional groups based on the needs of all students. ● All students understanding their individual roles within instructional groups. ● Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> ● Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. ● Instructional groups based on the needs of most students. ● Most students understanding their individual roles within instructional groups. ● Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> ● Encourages little to no complex, higher-order thinking. ● Instructional groups based on the needs of a few students. ● Lack of student understanding of their individual roles within instructional groups. ● Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 2: INSTRUCTION

Dimension 2.1: Achieving Expectations

<p>Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<p>DISTINGUISHED</p> <ul style="list-style-type: none"> ● Provides opportunities for students to establish high academic and social-emotional expectations for themselves. ● Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. ● Provides opportunities for students to self-monitor and self-correct mistakes. ● Systematically enables students to set goals for themselves and monitor their progress over time. 	<p>ACCOMPLISHED</p> <ul style="list-style-type: none"> ● Provides opportunities for students to establish high academic and social-emotional expectations for themselves. ● Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. ● Anticipates student mistakes and encourages students to avoid common learning pitfalls. ● Establishes systems where students take initiative of their own learning and self-monitor. 	<p>PROFICIENT <i>[MEETS EXPECTATIONS]</i></p> <ul style="list-style-type: none"> ● Sets academic expectations that challenge all students. ● Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. ● Addresses student mistakes and follows through to ensure student mastery. ● Provides students opportunities to take initiative of their own learning. 	<p>DEVELOPING</p> <ul style="list-style-type: none"> ● Sets academic expectations that challenge most students. ● Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. ● Sometimes addresses student mistakes. ● Sometimes provides opportunities for students to take initiative of their own learning. 	<p>IMPROVEMENT NEEDED</p> <ul style="list-style-type: none"> ● Sets expectations that challenge few students. ● Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. ● Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. ● Rarely provides opportunities for students to take initiative of their own learning.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 2: INSTRUCTION

Dimension 2.2: Content Knowledge and Expertise

Dimension 2.2 Content Knowledge and Expertise:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> ● Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. ● Integrates learning objectives with other disciplines, content areas and real-world experience. ● Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. ● Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). ● Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<ul style="list-style-type: none"> ● Conveys a depth of content knowledge that allows for differentiated explanations. ● Integrates learning objectives with other disciplines and real-world experiences. ● Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. ● Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). ● Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> ● Conveys accurate content knowledge in multiple contexts. ● Integrates learning objectives with other disciplines. ● Anticipates possible student misunderstandings. ● Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). ● Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> ● Conveys accurate content knowledge. ● Sometimes integrates learning objectives with other disciplines. ● Sometimes anticipates possible student misunderstandings. ● Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> ● Conveys inaccurate content knowledge that leads to student confusion. ● Rarely integrates learning objectives with other disciplines. ● Does not anticipate possible student misunderstandings. ● Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 2: INSTRUCTION

Dimension 2.3: Communication

Dimension 2.3 Communication:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support student- directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 2: INSTRUCTION

Dimension 2.4: Differentiation

<p>Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 2: INSTRUCTION

Dimension 2.5: Monitor and Adjust

<p>Dimension 2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 3: LEARNING ENVIRONMENT

Dimension 3.1: Classroom Environment, Routines and Procedures

<p>Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 3: LEARNING ENVIRONMENT

Dimension 3.2: Managing Student Behavior

<p>Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 3: LEARNING ENVIRONMENT

Dimension 3.3: Classroom Culture

<p>Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<p>DISTINGUISHED</p> <ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<p>ACCOMPLISHED</p> <ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<p>PROFICIENT <i>[MEETS EXPECTATIONS]</i></p> <ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<p>DEVELOPING</p> <ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<p>IMPROVEMENT NEEDED</p> <ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Dimension 4.1: Professional Demeanor and Ethics

<p>Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p>	<p>DISTINGUISHED</p> <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<p>ACCOMPLISHED</p> <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<p>PROFICIENT <i>[MEETS EXPECTATIONS]</i></p> <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<p>DEVELOPING</p> <ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<p>IMPROVEMENT NEEDED</p> <ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Dimension 4.2: Goal Setting

<p>Dimension 4.2 Goal Setting: The teacher reflects on his/her practice.</p> <p>Standards Basis: 5D, 6A, 6B</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data</p>	<p>DISTINGUISHED</p> <ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<p>ACCOMPLISHED</p> <ul style="list-style-type: none"> Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<p>PROFICIENT <i>[MEETS EXPECTATIONS]</i></p> <ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<p>DEVELOPING</p> <ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<p>IMPROVEMENT NEEDED</p> <ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Dimension 4.3: Professional Development

<p>Dimension 4.3 Professional Development: The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others</p>	<p>DISTINGUISHED</p> <ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus. 	<p>ACCOMPLISHED</p> <ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<p>PROFICIENT <i>[MEETS EXPECTATIONS]</i></p> <ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<p>DEVELOPING</p> <ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<p>IMPROVEMENT NEEDED</p> <ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

DOMAIN 4: PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Dimension 4.4: School Community Involvement

<p>Dimension 4.4 School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher, including the end-of- year conference; classroom artifacts; student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT <i>[MEETS EXPECTATIONS]</i>	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities.
	STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	