

## APPENDIX A

### Lago Vista NexGen Teacher Appraisal System Framework

<b>Domain 1: Student-Directed Learning Activities</b>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Student-Directed Learning Activities</li> <li>• Small Group Purposeful Talk</li> <li>• High-Level Activities Aligned to Instructional Goals</li> <li>• Differentiation</li> <li>• Critical Writing</li> <li>• Performance Assessments</li> </ul>			
<b>Evaluation Criteria for Domain 1: Student-Directed Learning Activities</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Learning activities are almost entirely student-directed.</li> <li>• Every fifteen minutes or less, teacher interjects higher order thinking questions into the lesson and allows students to collaborate with classmates to reach the answer (Small Group Purposeful Talk).</li> <li>• Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.</li> <li>• Teacher incorporates critical writing into lessons on a daily basis through writing prompts that require students to think at the application level or above on Bloom's Taxonomy.</li> <li>• Instructional outcomes are assessed by the use of performance assessments, with clear criteria for assessing student work.</li> <li>• The approach to using performance assessments is well-designed and includes student use, as well as teacher use, of the assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are frequently student-directed.</li> <li>• During lectures and teacher-centered activities, teacher poses higher order thinking questions that allow students to talk about their learning (Small Group Purposeful Talk).</li> <li>• Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students.</li> <li>• Teacher regularly poses pre-planned critical writing prompts that ask students to think at the application level or higher of Bloom's Taxonomy.</li> <li>• Instructional outcomes are often assessed by the use of performance assessments.</li> <li>• Assessment criteria and standards are clear.</li> <li>• The teacher has a well-developed strategy for using performance assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are mostly teacher-directed.</li> <li>• Lectures are rarely, if ever, interrupted with opportunities for students to talk about the learning/problem solve with their peers (Small Group Purposeful Talk).</li> <li>• Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no differentiation for students.</li> <li>• Lessons rarely include opportunities for students to write critically about what they have learned in class.</li> <li>• Instructional outcomes are occasionally assessed by the use of performance assessments.</li> <li>• Assessment criteria and standards have been developed, but they are not always clear.</li> <li>• The teacher's approach to using performance assessments is rudimentary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are almost entirely teacher-directed.</li> <li>• Lectures do not include opportunities for students to talk about the learning/problem solve with their peers (Small Group Purposeful Talk).</li> <li>• Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity.</li> <li>• Lessons do not include opportunities for students to write critically about what they have learned in class.</li> <li>• Instructional outcomes are rarely, if ever, assessed by the use of performance assessments.</li> <li>• Assessments lack criteria by which student performance will be assessed.</li> <li>• The teacher has no plan to incorporate performance assessments.</li> </ul>

**Domain 2: Teacher Instructional Practices**

Critical Attributes

- Lesson Frame
- Providing Recognition
- Reinforcing Effort

**Evaluation Criteria for Domain 2: Teacher Instructional Practices**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Lesson frames are clearly posted on the board in “We will” and “I will” format.</li> <li>• Lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show the teacher what they learned.</li> <li>• Positive language is used frequently during instruction.</li> <li>• Teacher frequently ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</li> <li>• The net result of classroom interactions is an environment where all students feel valued and are comfortable taking intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson frames are clearly posted on the board so that students know both what they are learning and how they will show they have learned it.</li> <li>• Positive language is consistently used during instruction.</li> <li>• Teacher regularly ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Teacher-student interactions are friendly and demonstrate general caring and respect.</li> <li>• Teacher-student interactions are appropriate to the ages, cultures, and developmental levels of the students.</li> <li>• The net result of classroom interactions is a polite, respectful, and business-like environment, though students may be somewhat cautious about taking intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson objectives and products are either not posted daily or are incomplete.</li> <li>• Positive language is rarely used during instruction.</li> <li>• Teacher occasionally ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels.</li> <li>• The net result of classroom interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson objectives and products are not posted daily.</li> <li>• Positive language is not used during instruction.</li> <li>• Teacher rarely ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels.</li> <li>• The net result of classroom interactions is negative and discourages students to take intellectual risks.</li> </ul>

**Domain 3: Higher Order Thinking**

Critical Attributes

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

**Evaluation Criteria for Domain 3: Higher Order Thinking**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Lessons frequently include pre-planned higher order questions.</li> <li>• The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.</li> <li>• Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions.</li> <li>• Students themselves ensure that all voices are heard in the discussion.</li> <li>• Students collaborate with others to work on projects and work on assignments that require high levels of critical thinking (application level and above) on a daily basis.</li> <li>• Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement.</li> <li>• Class activities allow for students to identify the real world need of the learning and are posed from a problem-based, real-life perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons regularly include pre-planned higher order questions.</li> <li>• While the teacher may use some low-level questions, the teacher poses questions designed to promote student thinking and understanding.</li> <li>• The teacher creates genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</li> <li>• The teacher challenges students to justify their thinking and successfully engages most students in discussions, employing a range of strategies to ensure that most students are heard.</li> <li>• Students have several opportunities daily to think at the application level or above on Bloom’s Taxonomy. These opportunities are frequently posed in a manner that allows students to work collaboratively.</li> <li>• Students are able identify the real-world connections/life relevance to the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons seldom include pre-planned higher order questions.</li> <li>• The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</li> <li>• The teacher attempts to engage students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</li> <li>• The majority of student learning is at the understanding and knowledge levels of Bloom’s Taxonomy.</li> <li>• Instructional strategies are primarily teacher-centered with few opportunities for students to apply their learning or work collaboratively with their peers.</li> <li>• Students are rarely able to articulate the real world significance of the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons do not include pre-planned higher order questions.</li> <li>• The teacher’s questions are of low cognitive complexity, with single correct responses, and may be asked in rapid succession.</li> <li>• Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.</li> <li>• Only a few students participate in the discussion.</li> <li>• Student learning is mostly at the knowledge level of Bloom’s Taxonomy or lessons do not include observable student work.</li> <li>• Instructional activities are teacher-centered and do not include opportunities for students to apply their learning or work collaboratively with their peers.</li> <li>• Students are unable to articulate real world significance of the learning.</li> </ul>

**Domain 4: Engaged Learning**

Critical Attributes

- Student Collaboration and Inquiry
- Student Enthusiasm, Interest, Thinking, & Problem Solving
- Learning Tasks Requiring High-Level Student Thinking
- Students Highly Motivated to Work on All Tasks
- Students are Persistent with Challenging Tasks
- Suitable Pacing of Lessons

**Evaluation Criteria for Domain 4: Engaged Learning**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Students collaborate to define the task, the process, and/or the solution.</li> <li>• Collaboration extends beyond the classroom.</li> <li>• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking.</li> <li>• The teacher provides suitable scaffolding and challenges students to explain their thinking.</li> <li>• There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. Lessons have a clearly defined structure, and the pacing of lessons provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students collaborate to define the process and/or the solution.</li> <li>• The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.</li> <li>• Instructional techniques result in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.</li> <li>• The groupings of students are suitable to the activities.</li> <li>• Lessons have a clearly defined structure, and the pacing of lessons is appropriate, providing most students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Students report what they have learned only with possible collaboration.</li> <li>• The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</li> <li>• The groupings of students are moderately suitable to the activities.</li> <li>• Lessons have a recognizable structure; however, the pacing lessons may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”</li> </ul>	<ul style="list-style-type: none"> <li>• The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</li> <li>• Lessons have no clearly defined structure, or the pace of lessons is too slow or rushed.</li> </ul>

**Domain 5: Technology Integration**

**Critical Attributes**

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

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

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher is fully aware/takes advantage of technology resources and routinely seeks out new resources/strategies.</li> <li>• Technology-integrated learning activities enable students to learn independently, to be creative, and to think critically.</li> <li>• Students routinely model appropriate uses of technology and explain how technology choices help them learn independently, be creative, or think critically.</li> <li>• Frequent technology use is built into lesson design in a way that enhances student learning.</li> <li>• Selected technology tools are essential for task completion.</li> <li>• Technology tasks directly connect to the learning outcomes.</li> <li>• The lesson process and/or product are dependent upon the use of technology.</li> <li>• Students determine which tool(s) best address the needs of the task at hand.</li> <li>• Qualitative indicators of appropriate and effective technology use are created collaboratively with students.</li> <li>• Students are the primary users of technology and use is focused on creating, evaluating, and analyzing during both the learning process (accessing information, collecting data, analyzing information, collaborating with others) and the demonstration of learning through the creation of products.</li> <li>• Students regularly demonstrate understanding of digital citizenship and evaluate the extent to which their own technology use demonstrates safe and responsible practices.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is aware/takes advantage of available technology resources, seeking out new resources or strategies that are appropriate to enrich student learning.</li> <li>• Technology-integrated learning activities that enable students to learn independently, to be creative, and to think critically.</li> <li>• The teacher models appropriate uses of technology and explains how technology can help students learn independently, be creative, and think critically.</li> <li>• Qualitative indicators of technology use are shared with students when assignments are given so that they understand how to use technology appropriately and know what is expected.</li> <li>• Regular technology use into incorporated into lesson design in a way that enhances student learning.</li> <li>• Technology tools facilitate task completion, and the technology tasks connect to the learning outcomes.</li> <li>• The teacher regularly guides students through the use of one or more tool(s) and discusses why the tool(s) best address(es) the process and/or product needs of the task.</li> <li>• Technology is used when presenting information.</li> <li>• Student technology use is regular and focused on group and/or individual open-ended problem-solving, accessing information, and the demonstration of learning through the creation of products.</li> <li>• Lessons help students understand the importance of digital citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is somewhat aware of available technology resources and occasionally takes advantage of the technology resources with which he/she is familiar.</li> <li>• The teacher seeks out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so.</li> <li>• Lessons occasionally include technology-integrated learning activities or include activities where technology is an add-on that is only somewhat needed/not needed for task completion.</li> <li>• Learning activities that incorporate the student use of technology may focus on lower-order thinking skills or involve only product-oriented technology.</li> <li>• The teacher is the primary user of technology during lessons, which is used to present information in a one-to-many learning environment.</li> <li>• The teacher rarely models appropriate technology use and only occasionally incorporates student participation in the use of technology during instruction.</li> <li>• Student technology use is infrequent, focuses primarily on the creation of products that could be replicated without technology, or consists primarily of students working individually on learning games/apps.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is unaware of or unfamiliar with the available technology resources for or does not take advantage of the available resources.</li> <li>• The teacher does not seek out new technology resources or ways to effectively integrate technology into teaching.</li> <li>• Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology (i.e., games, rewards).</li> <li>• Technology is almost exclusively used during teacher presentations in a one-to-many learning environment or it is not used at all.</li> <li>• The teacher rarely models technology use or incorporates student participation in the use of technology during instruction.</li> </ul>

<b>Domain 6: Behavior Interventions &amp; Supports</b>			
Critical Attributes <ul style="list-style-type: none"> <li>• Expectations for Behavior and Discipline Procedures are Posted</li> <li>• Uses Positive Language to Reinforce Desired Behavior</li> <li>• Appropriately Redirects Disruptive or Inappropriate Behavior Effectively</li> <li>• Circulates the Room and Interacts with Students Equitably</li> <li>• Routines/Procedures are Evident through Maximized Time on Task</li> <li>• Class Behavior Meets Standard</li> </ul>			
<b>Evaluation Criteria for Domain 6: Behavior Interventions &amp; Supports</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Teacher meets District standards 100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meets District standards with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frequently fails to meet District standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently fails to meet District standards.</li> </ul>

<b>Domain 7: Student Learning Objectives</b>			
Critical Attributes <ul style="list-style-type: none"> <li>• Teacher has identified appropriate priority standards for the grade-level content area and has organized scope and sequence to best ensure mastery of these priority standards.</li> <li>• Teacher has crafted high quality performance assessments to evaluate student mastery of identified priority standards and provides this information on each unit plan.</li> <li>• Teacher has created a scoring guide/rubric to communicate student performance criteria used to assess performance tasks that reflect high expectations for students.</li> <li>• Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed.</li> <li>• All or almost all of students demonstrated targeted mastery.</li> </ul>			
<b>Evaluation Criteria for Domain 7: Student Learning Objectives</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Teacher meets District standards 100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meets District standards with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frequently fails to meet District standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently fails to meet District standards.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.1 – Professional Development</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Participation in Professional Development Goals and Activities that are Aligned to Campus and/or District Goals</li> <li>• Seeking Out Activities to Enhance Content Knowledge and Pedagogical Skills</li> <li>• Engaging in Professional Dialogue About Practice, Including Feedback</li> <li>• Contributing to the Profession</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.1 – Professional Development</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</li> <li>• The teacher solicits feedback on practice from both supervisors and colleagues.</li> <li>• The teacher initiates important activities to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</li> <li>• The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</li> <li>• The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher participates to a limited extent in professional activities when they are convenient.</li> <li>• The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</li> <li>• The teacher finds limited ways to assist other teachers and contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher engages in no professional development activities to enhance knowledge or skill.</li> <li>• The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</li> <li>• The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.2 – Communicating with Families</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Frequent and Appropriate Communication with Families About Student Progress</li> <li>• Professionalism and Sensitivity</li> <li>• Reaching Out to Engage Families in the Instructional Program</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.2 – Communicating with Families</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</li> <li>• The teacher responds to family concerns with professionalism and sensitivity.</li> <li>• The teacher’s efforts to engage families in the instructional program are frequent and successful.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner.</li> <li>• The teacher makes some attempts to engage families in the instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</li> <li>• The communication that does take place may not be sensitive to those families.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal.</li> <li>• The teacher does not respond, or responds insensitively, to parental concerns.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.3 – Participating in the Professional Community</i>			
Critical Attributes <ul style="list-style-type: none"> <li>• Supportive and Cooperative Relationship with Colleagues</li> <li>• Active Participation in the Culture of Professional Inquiry</li> <li>• Participation in School and/or District Projects</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.3 – Participating in the Professional Community</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</li> <li>• The teacher takes a leadership role in promoting a culture of professional inquiry.</li> <li>• The teacher volunteers to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s relationships with colleagues are characterized by mutual support and cooperation.</li> <li>• The teacher actively participates in a culture of professional inquiry.</li> <li>• The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher maintains cordial relationships with colleagues to fulfill duties that the school or District requires.</li> <li>• The teacher participates in the school’s culture of professional inquiry when invited to do so.</li> <li>• The teacher participates in school events and school and District projects when specifically asked.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s relationships with colleagues are negative or self-serving.</li> <li>• The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</li> <li>• The teacher avoids becoming involved in school events or school and District projects.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.4 – Use of Data for Improvement of Student Performance</i>			
Critical Attributes <ul style="list-style-type: none"> <li>• Data Informed Instruction and Differentiation</li> <li>• Tracking Student Progress</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.4 – Use of Data for Improvement of Student Performance</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher’s instruction is planned and differentiated based on student data.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher ensures that data is used to track student progress and make instructional decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is occasionally used to track student progress.</li> <li>• Data is not consistently used to inform instructional decisions or to provide differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence of the teacher using data to track student progress.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.5 – Maintaining Accurate Records</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Effective System for Maintaining Instructional and Non-Instructional Records</li> <li>• Records to Document and Track Student Completion of Assignments and Student Progress in Learning</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.5 – Maintaining Accurate Records</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> <li>• The teacher works with peers to provide information regarding student progress in special programs.</li> <li>• The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</li> <li>• The teacher’s records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</li> <li>• The teacher’s records are not well-maintained, the result being errors and confusion.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.6 – Campus Procedures and Requirements</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Follows Directives and Guidelines</li> <li>• Timely Completion of Assigned Activities</li> <li>• Punctuality</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.6 – Campus Procedures and Requirements</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher meets directives and guidelines.</li> <li>• Procedures are completed in a timely manner without prompting.</li> <li>• The teacher is consistently on time for arrival, duty, and/or required meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher follows directives and guidelines and rarely needs reminders regarding procedures.</li> <li>• The teacher is on time for arrival, duty, and/or required meetings with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher intermittently follows directives and guidelines and needs reminders regarding procedures.</li> <li>• The teacher is intermittently late for arrival, duty, and/or required meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures.</li> <li>• The teacher is frequently late for arrival, duty, and/or required meetings.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.7 – Professional Appearance</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Adherence to District and Campus Standards for Professional Dress</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.7 – Professional Appearance</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Teacher meets District and campus standards for professional dress 100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meets District and campus standards for professional dress with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frequently fails to meet District and/or campus standards for professional dress.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently fails to meet District and/or campus standards for professional dress.</li> </ul>

## APPENDIX B

### Lago Vista NexGen Teacher Appraisal System Framework for Functional Academics Teachers

<b>Domain 1: Student-Directed Learning Activities</b>			
<p>Critical Attributes</p> <ul style="list-style-type: none"> <li>• Student-Directed Learning Activities</li> <li>• Accommodations/Modifications Support Independent Practice</li> <li>• High-Level Activities Aligned to IEP Goals</li> <li>• Differentiation</li> <li>• Hierarchy of Cueing and Prompting</li> <li>• Opportunities for Reflection</li> <li>• Assessing Application of Skills with Assessments Driven by IEP Goals</li> </ul>			
<b>Evaluation Criteria for Domain 1: Student-Directed Learning Activities</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Learning activities are almost entirely student-directed with accommodations and modifications to support independent practice.</li> <li>• Every fifteen minutes or less, the teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within students' zones of proximal development and allows students to collaborate with classmates discuss the learning (Small Group Purposeful Talk).</li> <li>• Learning activities are aligned to instructional goals and are designed to engage students in high-level cognitive activity. These are appropriately differentiated using individualized instruction/assessment aligned to my students' IEPs.</li> <li>• The teacher incorporates opportunities to reflect on learning objectives into lessons on a daily basis and requires students to think at higher levels.</li> <li>• Instructional outcomes are assessed using assessments designed to evaluate the students' application of skills, with clear criteria for assessing student work.</li> <li>• The approach to using individualized assessments driven by IEP goals is well-designed and includes student use, as well as teacher use, of the assessment information.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are frequently student-directed with accommodations and modifications to support independent practice.</li> <li>• The teacher utilizes a hierarchy of cueing and prompting to ask higher order questions located within students' zones of proximal development that allow students to talk about their learning (Small Group Purposeful Talk).</li> <li>• Most of the learning activities are aligned with the instructional outcomes and represent significant cognitive challenge, with individualized instruction/assessment aligned to students' IEPs.</li> <li>• The teacher regularly provides opportunities for reflection on learning objectives that asks students to think at higher levels.</li> <li>• Instructional outcomes are often assessed using assessments designed to evaluate the students' application of skills.</li> <li>• Assessment criteria and standards are clear.</li> <li>• The teacher has a well-developed strategy for using individualized assessments driven by IEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are mostly teacher-directed, with infrequent use of accommodations and modifications to support independent practice.</li> <li>• Lectures rarely, if ever, incorporate cueing and prompting to ask higher order questions located within students' zones of proximal development and that allow students to talk about their learning (Small Group Purposeful Talk).</li> <li>• Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with little or no individualized instruction/assessment aligned to students' IEPs.</li> <li>• Lessons rarely include opportunities for students to reflect on learning objectives.</li> <li>• Instructional outcomes are occasionally assessed by the use of assessments designed to evaluate the students' application of skills.</li> <li>• Assessment criteria and standards have been developed, but they are not always clear.</li> <li>• The teacher's approach to using individualized assessments driven by IEP goals is rudimentary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities are almost entirely teacher-directed, with little or no use of accommodations and/or modifications to support independent practice.</li> <li>• Lectures do not include cueing and/or prompting located within students' zones of proximal development that allow students to talk about their learning (Small Group Purposeful Talk).</li> <li>• Learning activities are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity through individualized instruction/assessment aligned to students' IEPs.</li> <li>• Lessons do not include opportunities for students to reflect on learning objectives.</li> <li>• Instructional outcomes are rarely, if ever, assessed by the use of assessments designed to evaluate the students' application of skills.</li> <li>• Assessments lack criteria by which student performance will be assessed.</li> <li>• The teacher has no plan to incorporate individualized assessments driven by IEP goals.</li> </ul>

**Domain 2: Teacher Instructional Practices**

Critical Attributes

- Lesson Frame
- Providing Recognition
- Reinforcing Effort

**Evaluation Criteria for Domain 2: Teacher Instructional Practices**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance.</li> <li>• These lesson frames are referred to frequently throughout the lesson so that students are clear on what they will be learning and how they will show what they learned.</li> <li>• Positive language is used frequently during instruction.</li> <li>• The teacher frequently ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Classroom interactions, with and among students, are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</li> <li>• The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher frames lessons by ensuring that he/she is explicit about learning goals and their relevance.</li> <li>• Positive language is consistently used during instruction.</li> <li>• The teacher regularly ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Teacher-student interactions are friendly and demonstrate general caring and respect.</li> <li>• Such interactions are appropriate to the ages, cultures, and developmental levels of the students.</li> <li>• The net result of interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher occasionally, but does not consistently, frame lessons by ensuring that he/she is explicit about learning goals and their relevance.</li> <li>• Positive language is rarely used during instruction.</li> <li>• The teacher occasionally ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Patterns of classroom interactions, with and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</li> <li>• The net result of the interactions is neutral, conveying neither warmth nor conflict, discouraging many students to take intellectual risks.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher does not effectively frame lessons by ensuring that he/she is explicit about learning goals and their relevance.</li> <li>• The teacher does not use positive language during instruction.</li> <li>• The teacher rarely ensures that student effort is positively reinforced and achievement is recognized.</li> <li>• Patterns of classroom interactions, with and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</li> <li>• The net result of the interactions is negative and discourages students to take intellectual risks.</li> </ul>

**Domain 3: Higher Order Thinking**

Critical Attributes

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

**Evaluation Criteria for Domain 3: Higher Order Thinking**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Lessons frequently include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses).</li> <li>• The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance higher-level thinking, and promote metacognition.</li> <li>• On a daily basis, the teacher embeds social and emotional learning objectives and reflection on learning, providing adequate time for students to respond and stepping aside when doing so is appropriate.</li> <li>• The teacher frequently promotes higher-level thinking with students through explicit questioning that may include where/how, as opposed to why, and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li> <li>• Teacher-centered lecture is broken up into smaller chunks with opportunities for students to apply the learning through collaborative engagement.</li> <li>• Students have ongoing opportunities daily to practice skills in real-world settings (school, family and community). These opportunities frequently allow students to work collaboratively.</li> <li>• Students are able identify the real-world connections/life relevance to the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons regularly include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses).</li> <li>• The teacher poses appropriate questions designed to promote student thinking and understanding.</li> <li>• The teacher regularly embeds social and emotional learning objectives and reflection on learning, providing adequate time for students to respond and stepping aside when doing so is appropriate.</li> <li>• The teacher frequently promotes higher-level thinking with students through explicit questioning that may include where/how, as opposed to why, and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li> <li>• Students have several opportunities daily to practice skills in real-world settings (school, family and community). These opportunities regularly allow students to work collaboratively.</li> <li>• Students are able identify the real-world connections/life relevance to the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons seldom include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses).</li> <li>• Questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li> <li>• The teacher does not regularly embed social and emotional learning objectives and/or reflection on learning, or does not provide adequate time for students to respond or step aside when doing so is appropriate.</li> <li>• The teacher attempts to engage students in the discussion, but is not often effective in his/her use of explicit questioning, resulting in low levels of engagement or uneven results.</li> <li>• Instructional strategies are primarily teacher-centered with few opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers.</li> <li>• Students are rarely able to demonstrate their understanding of the real life significance of the learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons do not include opportunities for students to advance to a higher level of response (participation to choice-making, choice-making to generating responses).</li> <li>• Questions are of low cognitive complexity, are asked in rapid succession, or do not regularly embed social and emotional learning objectives and/or reflection on learning.</li> <li>• Interaction with students is predominantly recitation style and the teacher mediates all questions and answers.</li> <li>• The teacher accepts all contributions without asking students to explain their reasoning.</li> <li>• The teacher is not effective in his/her use of explicit questioning.</li> <li>• Student learning activities are not designed to effectively promote higher-level thinking or lessons do not include observable student work.</li> <li>• Instructional activities are teacher-centered and do not include opportunities for students to practice skills in real-world settings (school, family and community) or work collaboratively with their peers.</li> <li>• Students are unable to demonstrate their understanding of the real life significance of the learning.</li> </ul>

**Domain 4: Engaged Learning**

Critical Attributes

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

**Evaluation Criteria for Domain 4: Engaged Learning**

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Students collaborate to define the task, the process, and/or the solution.</li> <li>• Collaboration extends beyond the classroom.</li> <li>• Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking.</li> <li>• The teacher provides suitable scaffolding and challenges students to explain their thinking.</li> <li>• Students initiate inquiry and contribute to the exploration of important content; students may serve as resources for one another.</li> <li>• Lessons have a clearly defined structure that is guided by individual student need.</li> <li>• Lessons provide students the time needed not only to intellectually engage with and reflect upon their learning, but also to consolidate their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given options to solve a teacher-directed problem with possible collaboration.</li> <li>• The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.</li> <li>• This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.</li> <li>• The groupings of students are suitable to the activities.</li> <li>• Lessons have a clearly defined structure that is guided by individual student need, providing most students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Students report what they have learned only with possible collaboration.</li> <li>• The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.</li> <li>• The groupings of students are moderately suitable to the activities.</li> <li>• Lessons have a recognizable structure; however, lessons may not be guided by individual student need, may not provide students the time needed intellectually engage, or may be so slow that many students have a considerable amount of “down time”.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible.</li> <li>• Lessons have no clearly defined structure and/or are not guided by individual student need.</li> </ul>

<b>Domain 5: Technology Integration</b>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Awareness/Utilization of Technology Resources</li> <li>Access to Curriculum and Community</li> <li>Technology Use Connects to Learning Outcomes</li> </ul>		<ul style="list-style-type: none"> <li>Access and Sustainability</li> <li>IEP Driven Technology Use</li> <li>Digital Citizenship</li> </ul>	
<b>Evaluation Criteria for Domain 5: Technology Integration (Grades PK-3)</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher is fully aware and takes advantage of the available technology resources and routinely seeks out new resources or strategies that are appropriate to enrich student learning.</li> <li>The teacher consistently creates technology-integrated learning activities that meet individual student needs.</li> <li>The teacher builds frequent technology use into his/her lesson design in a way that enhances student learning.</li> <li>The teacher frequently models appropriate uses of technology.</li> <li>Technology integration focuses entirely on access and sustainability.</li> <li>Technology use is purposeful and supports student access to the curriculum and community.</li> <li>Student use of assistive technology (high and low tech) is driven by the IEP and is always a product of collaboration between related service providers and the instructional staff.</li> <li>Students frequently demonstrate their understanding of safe and responsible technology use.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is aware and takes advantage of the available technology resources, seeking out new resources or strategies that are appropriate to enrich student learning.</li> <li>The teacher regularly creates technology-integrated learning activities that meet individual student needs.</li> <li>The teacher routinely models appropriate uses of technology. The teacher regularly incorporates technology use into lesson design in a way that enhances student learning.</li> <li>Technology integration focuses primarily on access and sustainability.</li> <li>Technology use is purposeful and supports student access to the curriculum and community.</li> <li>Student use of assistive technology (high and low tech) is driven by the IEP and is a product of collaboration between related service providers and the instructional staff.</li> <li>Students regularly demonstrate their understanding of safe and responsible technology use.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is somewhat aware of the available technology resources and occasionally takes advantage of the technology resources with which he/she is familiar.</li> <li>The teacher seeks out new technology resources or ways to use existing resources either infrequently or when specifically asked to do so.</li> <li>Lessons occasionally include technology-related activities that do not meet individual student needs.</li> <li>The teacher rarely models appropriate technology use.</li> <li>Student use of technology may not focus primarily on access and sustainability.</li> <li>Technology use is not always purposeful or does not always support student access to the curriculum and community.</li> <li>Student use of assistive technology is not always driven by the IEP or may not be a product of collaboration between related service providers and the instructional staff.</li> <li>Lessons rarely provide students with opportunities to demonstrate their understanding of safe and responsible technology use.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher is not aware of the available technology resources or does not take advantage of the available resources.</li> <li>The teacher does not seek out new technology resources or ways to effectively integrate technology into his/her teaching.</li> <li>Learning tasks, assignments, and assessments either rarely include appropriate student uses of technology or include inappropriate uses of technology that do not meet student needs.</li> <li>The teacher rarely models technology use or incorporates student participation in the use of technology during instruction.</li> <li>Student use of technology does not appropriately focus on access and/or sustainability.</li> <li>Technology use is not purposeful or does not always support student access to the curriculum and community.</li> <li>Student use of assistive technology is not driven by the IEP or is not the product of collaboration between related service providers and the instructional staff.</li> <li>Lessons do not provide students with opportunities to demonstrate their understanding of safe and responsible technology use.</li> </ul>

<b>Domain 6: Behavior Interventions &amp; Supports</b>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Expectations for Behavior and Discipline Procedures are Posted</li> <li>• Uses Positive Language to Reinforce Desired Behavior</li> <li>• Appropriately Redirects Disruptive or Inappropriate Behavior Effectively</li> <li>• Circulates the Room and Interacts with Students Equitably</li> <li>• Routines/Procedures are Evident through Maximized Time on Task</li> <li>• Class Behavior Meets Standard</li> </ul>			
<b>Evaluation Criteria for Domain 6: Behavior Interventions &amp; Supports</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Teacher meets District standards 100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meets District standards with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frequently fails to meet District standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently fails to meet District standards.</li> </ul>

<b>Domain 7: Student Learning Objectives</b>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Teacher has identified appropriate IEP goals for the grade-level content area and has organized scope and sequence to best ensure mastery of these IEP goals.</li> <li>• Teacher has crafted high quality performance assessments to evaluate student mastery of IEP goals and appropriately provides this information through a data collection system.</li> <li>• Teacher has created a scoring guide/rubric to communicate student performance criteria used to assess performance tasks that reflect high expectations for students.</li> <li>• Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed.</li> </ul> <p>All or almost all of students demonstrated targeted mastery.</p>			
<b>Evaluation Criteria for Domain 7: Student Learning Objectives</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Teacher meets District standards 100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher meets District standards with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher frequently fails to meet District standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher consistently fails to meet District standards.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.1 – Professional Development</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>• Participation in Professional Development Goals and Activities that are Aligned to Campus and/or District Goals</li> <li>• Seeking Out Activities to Enhance Content Knowledge and Pedagogical Skills</li> <li>• Engaging in Professional Dialogue About Practice, Including Feedback</li> <li>• Contributing to the Profession</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.1 – Professional Development</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</li> <li>• The teacher solicits feedback on practice from both supervisors and colleagues.</li> <li>• The teacher initiates important activities to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</li> <li>• The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</li> <li>• The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher participates to a limited extent in professional activities when they are convenient.</li> <li>• The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</li> <li>• The teacher finds limited ways to assist other teachers and contribute to the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher engages in no professional development activities to enhance knowledge or skill.</li> <li>• The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</li> <li>• The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.2 – Communicating with Families</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Frequent and Appropriate Communication with Families About Student Progress</li> <li>Professionalism and Sensitivity</li> <li>Reaching Out to Engage Families in the Instructional Program</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.2 – Communicating with Families</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</li> <li>The teacher responds to family concerns with professionalism and sensitivity.</li> <li>The teacher's efforts to engage families in the instructional program are frequent and successful.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a sensitive manner.</li> <li>The teacher makes some attempts to engage families in the instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</li> <li>The communication that does take place may not be sensitive to those families.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal.</li> <li>The teacher does not respond, or responds insensitively, to parental concerns.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.3 – Participating in the Professional Community</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Supportive and Cooperative Relationship with Colleagues</li> <li>Active Participation in the Culture of Professional Inquiry</li> <li>Participation in School and/or District Projects</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.3 – Participating in the Professional Community</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</li> <li>The teacher takes a leadership role in promoting a culture of professional inquiry.</li> <li>The teacher volunteers to participate in school events and District projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or District life.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's relationships with colleagues are characterized by mutual support and cooperation.</li> <li>The teacher actively participates in a culture of professional inquiry.</li> <li>The teacher volunteers to participate in school events and in school and District projects, making a substantial contribution.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or District requires.</li> <li>The teacher participates in the school's culture of professional inquiry when invited to do so.</li> <li>The teacher participates in school events and school and District projects when specifically asked.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's relationships with colleagues are negative or self-serving.</li> <li>The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</li> <li>The teacher avoids becoming involved in school events or school and District projects.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.4 – Use of Data for Improvement of Student Performance</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Data Informed Instruction and Differentiation</li> <li>Tracking Student Progress</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.4 – Use of Data for Improvement of Student Performance</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher’s instruction is planned and differentiated based on student data.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher ensures that data is used to track student progress and make instructional decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Data is occasionally used to track student progress.</li> <li>Data is not consistently used to inform instructional decisions or to provide differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence of the teacher using data to track student progress.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.5 – Maintaining Accurate Records</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Effective System for Maintaining Instructional and Non-Instructional Records</li> <li>Records to Document and Track Student Completion of Assignments and Student Progress in Learning</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities</b>			
<b>Indicator 8.5 – Maintaining Accurate Records</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> <li>Teacher-developed IEPs are compliant and ARD procedures consistently follow District guidelines.</li> <li>The teacher works with peers to provide information regarding student progress in special programs.</li> <li>The teacher works with colleagues and/or supervisors to develop ways to effectively maintain and/or communicate information.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li> <li>Teacher-developed IEPs are compliant and ARD procedures follow District guidelines with few reminders.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</li> <li>The teacher’s records are not well-maintained and, unless given frequent oversight by the supervisor, are prone to errors or are not updated in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</li> <li>The teacher’s records are not well-maintained, the result being errors and confusion.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.6 – Campus Procedures and Requirements</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Follows Directives and Guidelines</li> <li>Timely Completion of Assigned Activities</li> <li>Punctuality</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.6 – Campus Procedures and Requirements</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher meets directives and guidelines.</li> <li>Procedures are completed in a timely manner without prompting.</li> <li>The teacher is consistently on time for arrival, duty, and/or required meetings.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher follows directives and guidelines and rarely needs reminders regarding procedures.</li> <li>The teacher is on time for arrival, duty, and/or required meetings with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher intermittently follows directives and guidelines and needs reminders regarding procedures.</li> <li>The teacher is intermittently late for arrival, duty, and/or required meetings.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher does not follow directives or guidelines and requires frequent reminders regarding procedures.</li> <li>The teacher is frequently late for arrival, duty, and/or required meetings.</li> </ul>

<b>Domain 8: Professional Practices &amp; Responsibilities</b>			
<i>Indicator 8.7 – Professional Appearance</i>			
Critical Attributes			
<ul style="list-style-type: none"> <li>Adherence to District and Campus Standards for Professional Dress</li> </ul>			
<b>Evaluation Criteria for Domain 8: Professional Practices &amp; Responsibilities Indicator 8.7 – Professional Appearance</b>			
<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>Teacher meets District and campus standards for professional dress 100% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher meets District and campus standards for professional dress with only a few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frequently fails to meet District and/or campus standards for professional dress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently fails to meet District and/or campus standards for professional dress.</li> </ul>