



CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT



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

CONTINUOUS PROFESSIONAL DEVELOPMENT PROCESS

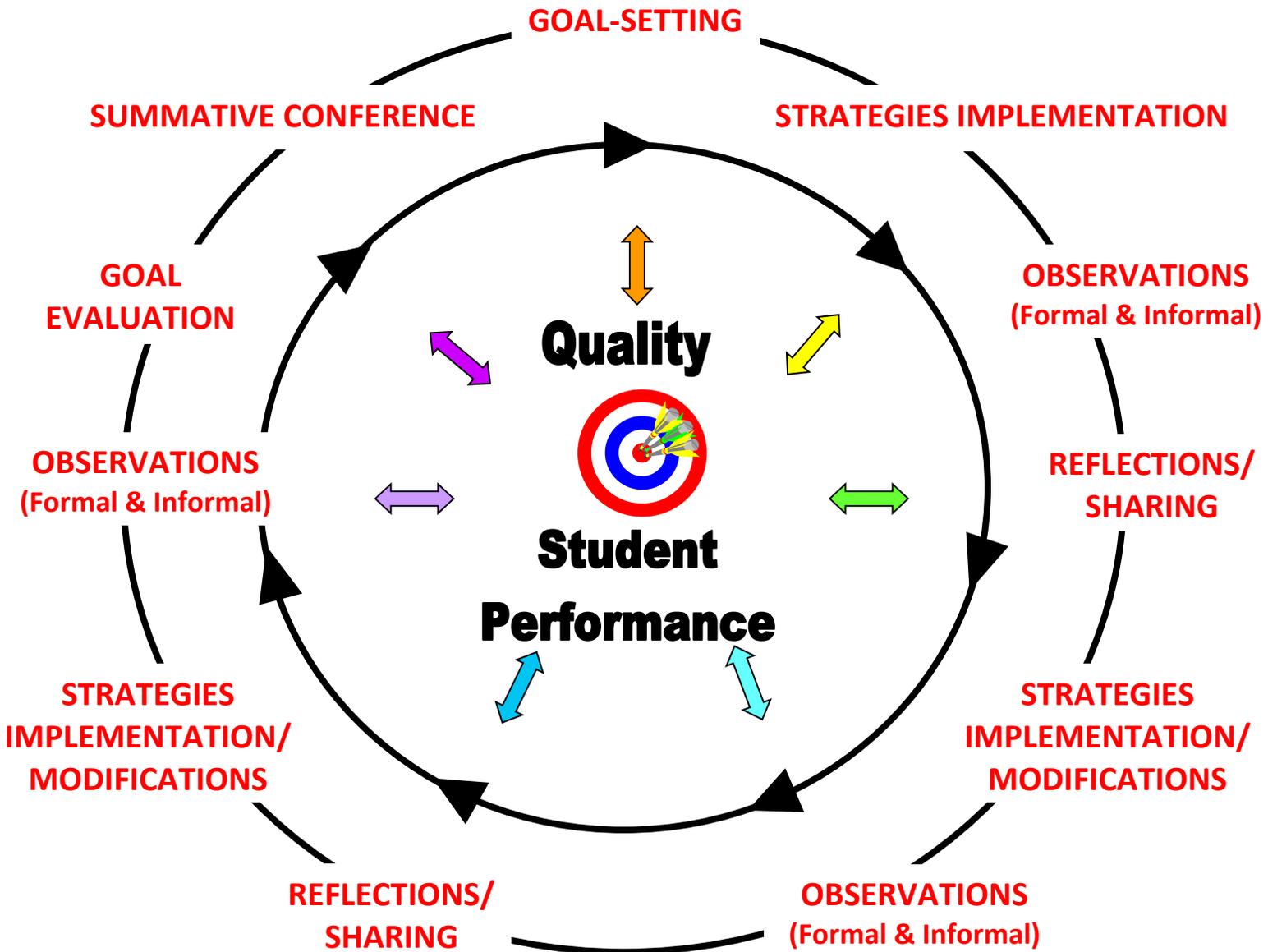


TABLE OF CONTENTS

<i>Section</i>	<i>Page</i>
<u>Appraisal Process for Teachers</u>	1
<u>CFPDAS Appraisal Framework and Scoring Criteria</u>	13
<u>Professional Development Expectations for Teachers</u>	25
<u>Appraisal Process for Paraeducators and Non-teaching Professionals</u>	29
<u>Professional Development for Paraeducators</u>	36
<u>Appendices</u>	38

Appraisal Process for Teachers

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

PHILOSOPHY

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

APPRAISAL OF TEACHER PERFORMANCE

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

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

The *CFPDAS* process includes:

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

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

TEACHER ORIENTATION & ANNUAL REVIEW

Each campus shall ensure that all teachers new to CFISD are provided with an orientation of the *Cypress-Fairbanks Professional Development and Appraisal System (CFPDAS)*. The orientation shall be provided no later than the final day of the first three weeks of school and at least three weeks before the first observation. The orientation shall include materials approved by the district. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the expectations of Domain I - VIII of *CFPDAS*. Following the orientation, the teacher shall complete the Verification of Orientation.

In addition, at least three weeks prior to the first observation, all (new and existing) teachers to be appraised shall be provided an annual review of District policy regarding teacher appraisal and 19 Administrative Code, Chapter 150, Subchapter AA (Teacher Appraisal). See Appendices for DNA Legal Framework and DNA Local Policy. Following the annual review, the teacher shall complete the Verification of Annual Review.

Campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the *CFPDAS* specifics and to have their questions answered.

GOAL SETTING

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

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

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

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

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

REFLECTIONS/SHARING

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

OBSERVATIONS - FORMAL AND INFORMAL

It is important that administrators, support staff, and teachers share conversations concerning the instructional program and strategies for meeting the needs of individual students. One of the most effective tools for gathering data for these conversations is a formal or informal classroom observation. Observations should not be conducted on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district board of trustees.

FORMAL OBSERVATIONS

The formal observation process provides a structure through which the appraiser and teacher can discuss the specific needs of students in the goal-setting/pre-observation conference. It also allows the appraiser to gather information through a scheduled visit using *Domains I - V(a)* of the *CFPDAS* instrument and to provide feedback through a formative appraisal report and a post-observation conference. A formative appraisal report should be given to the teacher within ten working days of the observation; however, the deadline may be extended due to extenuating circumstances.

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

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

FORMAL OBSERVATIONS (CONTINUED)

Teachers new to CFISD will be on Plan I during their first three years in the district. The teacher may be considered for Plan II upon earning a "Proficient" or "Exceeds Expectations" performance rating for all domains on the *CFPDAS* for three consecutive years. An appraisal score from a previous district may be considered to meet the requirement for the third year. The teacher should provide the most recent summative appraisal scores earned from the previous school district to the principal. The principal will review the scores earned from that district and will submit them to the Human Resources Department for further review. If a level of "Proficient" performance can be verified, the teacher will then be eligible to move to Plan II during the third year of employment with the district, subject to the approval of the building principal.

A CFISD teacher on Plan II who has an interruption in service of no more than five (5) years is eligible for placement on Plan II. If the interruption in service is between five (5) and ten (10) years, the teacher will be placed on Plan I for the first year and will be eligible to move to Plan II during the second year of employment, subject to receiving a "Proficient" or "Exceeds Expectations" performance rating for all domains and the approval of the building principal.

INFORMAL OBSERVATIONS

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

CUMULATIVE DATA

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

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

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

GOAL EVALUATION

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

SUMMATIVE CONFERENCE DATA

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

Pursuant to the TAC 150, a complete written summative appraisal report must be provided to the teacher no later than five (5) working days before the summative conference and no later than 15 working days before the last day of instruction for students (May 4, 2017). The procedural time line must be adhered to and may not be waived by the teacher or the appraiser. The complete written summative appraisal report and the *Professional Development: A Plan for Student Learning – Summary Conference Data – Part IV* shall be discussed at the summative conference and archived in the teacher's personnel file by the end of the appraisal period.

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

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

TEACHER IN NEED OF ASSISTANCE

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

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

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

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

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

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

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

An employee currently on a teacher in need of assistance plan and/or administrative directives is **not eligible** to request a transfer. An employee who is evaluated as unsatisfactory in two or more domains, or unsatisfactory in the same domain for two consecutive years, shall not receive a pay increase.

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

TEACHER RESPONSE AND APPEALS

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

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

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

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

- (a) after receiving a formative appraisal report following the formal observation with which the teacher disagrees; and/or
- (b) after receiving a summative appraisal report with which the teacher disagrees.

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

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

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

TEACHER RESPONSE AND APPEALS (CONTINUED)

Both appraisers should follow the subsequent procedures:

- (a) The first and second appraisers should remain independent throughout the process.
- (b) It is the responsibility of the primary appraiser to notify the second appraiser of the intent to conclude the formative process and score all domains of the document. Both appraisers should, at this point, have access to all written cumulative data from both appraisers, including the appraisal reports, walk-through documents, memos, etc.
- (c) Each appraiser should independently score all domains as necessary based upon the cumulative data and independently share the summative scores in a conference.
- (d) The appraisal record reflecting the average of scores in each domain shall be shared with the teacher by the primary appraiser in a summative conference and acknowledged by both parties; the second appraiser may also be present at the summative conference at the request of either appraiser or the teacher. This final appraisal record should be placed in the teacher's permanent file.

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

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

APPRAISER QUALIFICATIONS

The teacher-appraisal process requires at least one appraiser. The teacher's supervisor shall conduct the teacher's appraisal and must hold a superintendent, mid-management (principal), or supervisor certification, or must hold comparable certificates established by the State Board for Educator Certification. An appraiser other than the teacher's supervisor must be approved by the school district board of trustees, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience.

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

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

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

PROFESSIONAL GROWTH SUPPLEMENTS

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

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

CFPDAS TIMELINE – TEACHERS ON PLAN I

Week 1 – Week 3	Orientation and Annual Review <ul style="list-style-type: none">- Explanation of appraisal process and classroom observation document- Designation of appraisal supervisor- Completion of the online CFPDAS Orientation course for Teachers New to CFISD<ul style="list-style-type: none">• (2-hrs. on-line; 1-hr. face-to-face)- Completion of face-to-face CFPDAS Annual Review for NEW & RETURNING teachers- Electronic verification of CFPDAS Orientation/Annual Review
Week 3 – Week 6	Completion of Professional Development: A Plan for Student Learning - Goal-setting - Part I Observations (Informal)
Week 7 – Week 12	Conferences – Goal-setting/Pre-observation <ul style="list-style-type: none">- Should precede formal observations- Should focus on <i>Professional Development: A Plan for Student Learning - Goal-setting - Part I</i>- Submission of Goal Setting – Part I form to appraisal supervisor
Week 7 – Week 33	Observations <ul style="list-style-type: none">- Formal<ul style="list-style-type: none">• Announced or Scheduled• 45 minute (mutual consent allows for shorter segments totaling 45 minutes)• Formative appraisal report on Domain I-V(a) to teacher within 10 days unless there are extenuating circumstances• Post-observation conference – at request of the teacher or appraiser- Walk-throughs<ul style="list-style-type: none">• Minimum of 2 with written feedback- Snapshots/other cumulative data<ul style="list-style-type: none">• If used for appraisal considerations, must be shared in writing with the teacher within 10 days of the appraiser's knowledge of the occurrence <p>Completion of Professional Development: A Plan for Student Learning - Reflecting/Sharing - Part II</p> <ul style="list-style-type: none">• Beginning of second semester <p>Completion of Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</p> <p>Summative/Goal Evaluation Conference (May 4, 2017)</p> <ul style="list-style-type: none">- Collaborative review of Completion of <i>Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</i>- Completion of <i>Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV</i>- Verification of the PD Record for Teachers (PD year begins May 1, 2016 and ends April 30, 2017)- Discussion of any changes on formative appraisal report - Domains I-V(a)- Completion of appraisal scores in all domains - Domain I-VIII- A written summative appraisal report must be shared with teacher no later than five (5) working days before the summative conference and 15 working days before the last day of instruction- The written summative appraisal report and the <i>Professional Development: A Plan for Student Learning – Summary Conference Data – Part IV</i> shall be discussed at the summative conference and archived in the teacher's personnel file by the end of the appraisal period.- Teachers new to CFISD submit prior appraisals for review <p>Second Appraisals (as needed)</p>

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

CFPDAS TIMELINE – TEACHERS ON PLAN II

Week 1 – Week 3	Annual Review <ul style="list-style-type: none">- Explanation of appraisal process and classroom observation document- Designation of appraisal supervisor- Completion of face-to-face CFPDAS Annual Review for NEW & RETURNING teachers- Electronic verification of CFPDAS Orientation
Week 3 – Week 6	Completion of Professional Development: A Plan for Student Learning - Goal-setting - Part I Observations (Informal)
Week 7 – Week 12	Conferences – Goal-setting/Pre-observation <ul style="list-style-type: none">- Should precede formal observations- Should focus on <i>Professional Development: A Plan for Student Learning - Goal-setting - Part I</i>- Submission of Goal Setting – Part I form to appraisal supervisor
Week 7 – Week 33	Observations <ul style="list-style-type: none">- Formal<ul style="list-style-type: none">• May occur at the request of the teacher or appraiser- Walk-throughs<ul style="list-style-type: none">• Minimum of 3 with written feedback- Snapshots/other cumulative data<ul style="list-style-type: none">• If used for appraisal within 10 days of the appraiser's knowledge of the occurrence <p>Completion of Professional Development: A Plan for Student Learning - Reflecting/Sharing - Part II</p> <ul style="list-style-type: none">• Beginning of second semester <p>Completion of Professional Development: A Plan for Student Learning - Goal Evaluation – Part III</p> <p>Summative/Goal Evaluation Conference (May 4, 2017)</p> <ul style="list-style-type: none">- Collaborative review of Completion of <i>Professional Development: A Plan for Student Learning - Goal Evaluation - Part III</i>- Completion of <i>Professional Development: A Plan for Student Learning - Summative Conference Data - Part IV</i>- Verification of the PD <i>Record for Teachers (PD year begins May 1, 2016 and ends April 30, 2017)</i>- Completion of appraisal scores in Domains V(b) – VIII- A written summative appraisal report must be shared with teacher no later than five (5) working days before the summative conference and 15 working days before the last day of instruction- The written summative appraisal report and the Professional Development: A Plan for Student Learning – Summary Conference Data – Part IV shall be discussed at the summative conference and archived in the teacher's personnel file by the end of the appraisal period. <p>Second Appraisals (as needed)</p>

CFPDAS Appraisal Framework and Scoring Criteria

Standard of Proficiency Scoring Guideline by Criteria

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

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

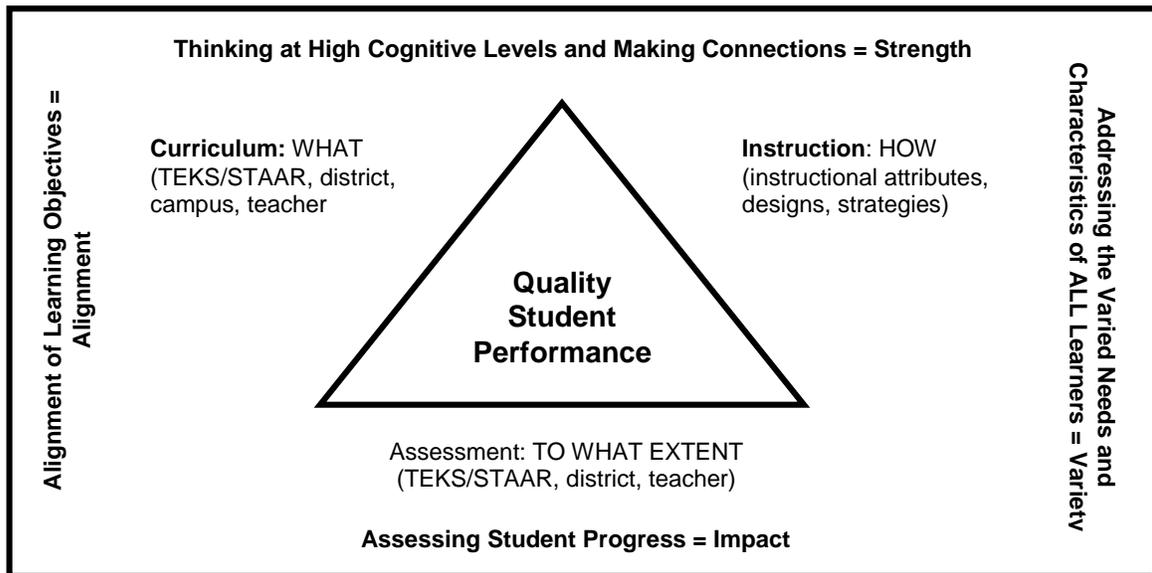
A. CRITICAL ATTRIBUTES

B. Scoring Standards for QUALITY

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

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

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



C. Scoring Standards for QUANTITY

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

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

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL FRAMEWORK

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

Domain II: Learner-Centered Instruction

Evaluation Dimensions:

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

EVALUATION CRITERIA

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

Domain III: Evaluation and Feedback on Student Progress

Evaluation Dimensions:

- a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies.
- b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material. 	<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material. 	<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material. 	<ul style="list-style-type: none"> 1. Academic progress of students is monitored and assessed. 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. 3. Assessment strategies are appropriate to the varied characteristics of students. 4. Student learning is reinforced. 5. Students receive specific constructive feedback. 6. The teacher provides opportunities for relearning and re-evaluation of material.

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

Evaluation Dimensions:

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

EVALUATION CRITERIA

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

Note #1: The "Proficient" standard in this domain is HIGHER due to needs for consistency and safety. "Exceeds Expectations" requires participation in the development of discipline and other management procedures. **Note #2:** The criteria in Domain IV relate to the MANAGEMENT of student discipline, instructional strategies, time and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

Domain V: Professional Communication

Evaluation Dimensions:

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

**EVALUATION CRITERIA
V (A)**

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. The teacher uses appropriate and accurate written communication with students 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty.	1. The teacher uses appropriate and accurate written communication with students. 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty.	1. The teacher uses appropriate and accurate written communication with students. 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty.	1. The teacher uses appropriate and accurate written communication with students. 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty.

**EVALUATION CRITERIA
V (B)**

4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.
--	--	--	--

Domain VI: Professional Development

Evaluation Dimensions:

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

EVALUATION CRITERIA

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

Note: The "Proficient," "Below Expectations," and "Unsatisfactory" standards should be based upon successful engagement in and implementation of professional development activities "on-contract" (district and campus professional development). **The "Exceeds Expectations" standard should be based upon successfully meeting the "Proficient" standard based upon "on-contract" activities and meeting the 25-hours per year/75-hours every three years expectation based upon "off-contract" activities.

Domain VII: Compliance With Policies, Operating Procedures and Requirements

Evaluation Dimensions:

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

EVALUATION CRITERIA

<p><i>Exceeds Expectations</i> ALMOST ALL OF THE TIME</p>	<p><i>Proficient</i> MOST OF THE TIME</p>	<p><i>Below Expectations</i> SOME OF THE TIME</p>	<p><i>Unsatisfactory</i> LESS THAN HALF OF THE TIME</p>
<p>1. The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement.</p> <p>2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement.</p> <p>3. Apart from classroom responsibilities, the teacher consistently contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</p>	<p>1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/ district.</p> <p>2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.</p> <p>3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</p>	<p>1. The teacher occasionally does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.</p> <p>2. The teacher occasionally does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.</p> <p>3. Apart from classroom responsibilities, the teacher seldom contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</p>	<p>1. The teacher frequently does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.</p> <p>2. The teacher frequently does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.</p> <p>3. Apart from classroom responsibilities, the teacher rarely contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.</p>

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

Domain VIII: Improvement of Academic Performance of All Students On The Campus

Evaluation Dimensions:

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

EVALUATION CRITERIA

(A) Efforts to Enhance Academic Performance*

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

Note: For Section A only, with approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. The substitutions should be reflected in teacher responses on the Goal-setting Process – Part I Form.

Appraisal Framework for Domain VIII, continued.

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
(B) Efforts to Enhance Student Attendance*			
6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials regarding an intervention plan for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.
(C) Efforts to Identify and Assist Students in At-Risk Situations			
7. The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations. 8. The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention. 9. The teacher participates in and/or contributes to campus-wide programs to modify and adapt classroom materials and/or instruction for students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations. 8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention. 9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations. 8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention. 9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations. 8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention. 9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.

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

Professional Development Expectations for Teachers

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT EXPECTATIONS

RATIONALE

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

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

EXPECTATIONS/ELIGIBILITY

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

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

Progress toward the 25 hours annually or 75 hours over the three-year period will be reviewed at the summative conference, and, if the expectation is not met, the teacher and supervisor will discuss any apparent concerns and possible extenuating circumstances. Evidence of implementation and the link that exists between the activities and district/campus goals will also be discussed.

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

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT EXPECTATIONS

EXPECTATIONS/ELIGIBILITY (CONTINUED)

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

Although many professional development opportunities take place during off-contract hours, employees should adhere to professional standards of conduct expected and demonstrated during on-contract hours. Employees shall refrain from bringing custodial or non-custodial children to off-contract professional development learning opportunities.

PAYMENT FOR INSTRUCTORS

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

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

CAMPUS TIME EQUIVALENCY

A campus may choose to designate a campus professional development day as a "Campus Time Equivalency" day. The principal is responsible for setting the parameters for acceptable activities that may be used. The seven (7) hours required for credit toward the Campus Time Equivalency (CTE) day must be earned off-contract and prior to the scheduled CTE day.

An employee who has not accrued all of the required professional development credit prior to the Campus Time Equivalency (CTE) day must report to work as directed by the principal or follow the procedures outlined in the *CFISD Employee Handbook* for non-discretionary leave. Failure to adhere to these procedures will result in a reduction in the employee's salary equal to that employee's daily rate of pay.

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

CYPRESS-FAIRBANKS PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
PROFESSIONAL DEVELOPMENT EXPECTATIONS

DISTRICT TIME EQUIVALENCY

There are ten (10) professional development days in the school calendar including two days devoted to district content curriculum. All employees are expected to report to work on time on a regular basis including contracted days set aside for professional development.

A district curriculum coordinator may choose to designate a district content curriculum day as a "District Time Equivalency" day. The district curriculum coordinator is responsible for setting the parameters for acceptable activities that may be used. The seven (7) hours required for credit toward the District Time Equivalency (DTE) day must be earned off-contract and prior to the scheduled DTE day. Participation in DTE is a privilege and the guidelines established for credit must be observed in order to receive DTE credit.

An employee who has not accrued all of the required professional development credit prior to the District Time Equivalency (DTE) day must report to a district location as directed by the district curriculum coordinator or follow the procedures outlined in the *CFISD Employee Handbook* for non-discretionary leave. Please note that prompt attendance is required on DTE/professional development days, just as it is required for any work day.

The following are considerations regarding attendance at a 7-hour DTE/professional development day:

A professional employee who is absent greater than fifteen (15) minutes but less than two (2) hours of a professional development day (this includes both late arrivals as well as early departures) will be allowed the opportunity to make up the missed time in order to receive full credit for the DTE/professional development day. However, a professional employee who is absent more than two (2) hours up to 3.5 hours (50% of the seven (7) hour professional development day) will be considered absent for one-half (1/2) of the day and will be charged leave (if eligible) or docked pay. A professional employee who is absent in excess of 3.5 hours will be considered absent for the entire day and charged leave (if eligible) or docked pay.

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

Appraisal Process for Paraeducators and Non-teaching Professionals

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

APPRAISAL OF PARAEDUCATORS AND NON-TEACHING PROFESSIONALS

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

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

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

PARAEDUCATOR OR NON-TEACHING PROFESSIONAL RESPONSE AND APPEALS

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

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

Any written response or rebuttal must be submitted within ten (10) working days of receiving written documentation associated with the employee's evaluation or after receiving any other written documentation associated with poor job performance. At the discretion of the supervisor, the time period may be extended to fifteen (15) working days. This written response or rebuttal should be attached to the record that is part of the paraeducator's or non-teaching professional's permanent record. The supervisor must acknowledge the receipt of the written response or rebuttal within ten working days of its receipt.

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

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

**PARAEDUCATOR OR NON-TEACHING
PROFESSIONAL IN NEED OF ASSISTANCE**

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

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

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

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

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

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

A paraeducator or non-teaching professional currently on an employee in need of assistance plan or growth/deficiency plan, and/or administrative directives, is **not eligible** to request a transfer. An employee who is evaluated as unsatisfactory in two or more domains, or unsatisfactory in the same domain for two consecutive years, shall not receive a pay increase.

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

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

August – October

Orientation

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

Collaborative Discussion of the *Professional Development Plan*

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

May 1-April 30

Participation in Professional Development

Ongoing Dialog Focusing on a *Professional Development Plan*

May/June

Conference

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

June 5

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

July 5

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

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT

Continuous Professional Development for Non-teaching Professionals and Paraeducators
Plan of Action

Name: _____ Emp. ID#: _____ Year: _____

Assignment: _____ Building: _____

DISTRICT GOAL

The district improvement goal I wish to focus on is:

PERSONAL GOAL

The personal goal I have is:

ACTIVITIES

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

Name: _____ Appraiser: _____

Campus: _____ Assignment/Grade: _____

Period of Intervention: From: _____ To: _____

PARAEDUCATOR AND NON-TEACHING PROFESSIONAL INTERVENTION PLAN

- 1. Areas in need of improvement.**

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

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

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

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

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of Employee

Date

Name: _____ Appraiser: _____

Campus: _____ Assignment/Grade: _____

Period of Intervention: From: _____ To: _____

PARAEDUCATOR AND NON-TEACHING PROFESSIONAL INTERVENTION PLAN

INTERVENTION PLAN FOR PARAEDUCATOR AND NON-TEACHING PROFESSIONAL IN NEED OF ASSISTANCE

_____ This plan has been successfully completed.

_____ This plan has not been successfully completed.

_____ This plan was not successfully completed for the following reasons:

Future Action to be Taken:

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of Employee

Date

Professional Development for Paraeducators

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

EXPECTATIONS/ELIGIBILITY

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

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

Although many professional development opportunities take place during off-contract hours, employees should adhere to professional standards of conduct expected and demonstrated during on-contract hours. Employees shall refrain from bringing custodial or non-custodial children to off-contract professional development learning opportunities.

TIME EQUIVALENCY

A campus may choose to designate a campus professional development day as a “Campus Time Equivalency” day. The principal is responsible for setting the parameters for acceptable activities which may be used. The seven (7) hours required for credit toward the Campus Time Equivalency (CTE) day must be earned off-contract and prior to the scheduled CTE day.

An employee who has not accrued the required professional development credit prior to the Campus Time Equivalency (CTE) day must report to work as directed by the principal or follow the procedures outlined in the *CFISD Employee Handbook* for non-discretionary leave. Failure to adhere to these procedures will result in a reduction in the employee’s salary equal to that employee’s daily rate of pay.

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