

HISD Teacher Appraisal and Development System

Instructional Practice and Professional Expectations Rubrics

Instructional Practice Criteria			
Planning (PL)	PL-1	Develops student learning goals	pg. 2
	PL-2	Collects, tracks, and uses student data to drive instruction	pg. 3
	PL-3	Designs effective lesson plans, units, and assessments	pg. 4
Instruction (I)	I-1	Facilitates organized, student-centered, objective-driven lessons	pg. 5
	I-2	Checks for student understanding and responds to student misunderstanding	pg. 6
	I-3	Differentiates instruction for student needs by employing a variety of instructional strategies	pg. 7
	I-4	Engages students in work that develops higher-level thinking skills	pg. 8
	I-5	Maximizes instructional time	pg. 9
	I-6	Communicates content and concepts to students	pg. 10
	I-7	Promotes high academic expectations for students	pg. 11
	I-8	Students actively participating in lesson activities	pg. 12
	I-9	Sets and implements discipline management procedures	pg. 13
	I-10	Builds a positive and respectful classroom environment	pg. 14

Professional Expectations Criteria			
Professionalism (PR)	PR-1	Complies with policies and procedures at school	pg. 15
	PR-2	Treats colleagues with respect throughout all aspects of work	pg. 16
	PR-3	Complies with teacher attendance policies	pg. 17
	PR-4	Dresses professionally according to school policy	pg. 18
	PR-5	Collaborates with colleagues	pg. 19
	PR-6	Implements school rules	pg. 20
	PR-7	Communicates with parents throughout the year	pg. 21
	PR-8	Seeks feedback in order to improve performance	pg. 22
	PR-9	Participates in professional development and applies learning	pg. 23

PL-1 Develops student learning goals

The following best describes a teacher performing at Level 1 in this criterion:

- Teacher develops annual student learning goals that do not align with appropriate standards and curricula, or are not measurable, or the teacher does not develop student learning goals.
- Teacher does not communicate the annual learning goals to students or does not communicate how those goals will be assessed.

The following best describes a teacher performing at Level 2 in this criterion:

- Teacher develops annual student learning goals that are:
 - a) aligned with appropriate district content standards and curricula,
 - b) measurable using end-of-course assessments and/or rubrics, and
 - c) targeted to the class as a whole, rather than differentiated to meet the needs of individual and groups of students.
- Teacher communicates annual learning goals to students and explains how those goals will be assessed.
- Students demonstrate awareness of annual student learning goals, but do not show investment in achieving them.

The following best describes a teacher performing at Level 3 in this criterion:

- Teacher develops annual student learning goals that are:
 - a) aligned with appropriate required content standards and curricula,
 - b) measurable using end-of-course assessments and/or rubrics,
 - c) ambitious and feasible given student skill levels diagnosed at the beginning of the year, and
 - d) differentiated to meet the needs of individual students and groups of students.¹
- Teacher uses goals to develop an annual plan that:
 - a) prioritizes content and skills that are a prerequisite for or utilized in future courses,
 - b) includes specific content and skills for enrichment and remediation of students, based on their starting points, and
 - c) groups and sequences content and skills into logical units so students build upon prior knowledge and master a variety of objectives at an increasing level of sophistication.
- Teacher consistently communicates annual learning goals to students and explains how those goals will be assessed.
- Students demonstrate investment in achieving annual student learning goals.²

The following best describes a teacher performing at Level 4 in this criterion:

All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:

- Students collaborate with the teacher to develop and invest themselves toward individual annual student learning goals.
- Students articulate their annual learning goals and how achievement of those goals will be assessed.

Possible sources of evidence for this criterion include, but are not limited to: classroom observations; reviews of annual, unit, and lesson planning materials; reviews of student work products; conversations during teacher/appraiser conferences; and direct questioning of students during an observation.

Notes:

¹ Appraisers should take into account the number of students that an individual teaches when evaluating the degree to which learning goals are individualized. An effective teacher in a departmentalized secondary classroom may have differentiated learning goals for groups of students rather than for individual students.

² This indicator can be assessed through direct interactions with students or when the teacher creates opportunities for students to discuss annual learning goals.

PL-2 Collects, tracks, and uses student data to drive instruction

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher does not accurately determine student mastery of lesson objectives. • Teacher may collect data but does not appropriately modify lesson plans, unit plans, or instruction. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher uses assessments to determine mastery of lesson objectives but may not obtain a thorough and accurate understanding of student progress towards annual goals and unit objectives. • Teacher analyzes student progress data to determine the effectiveness of past instruction, diagnose why students did or did not master objectives, and modify lesson and unit plans appropriately, although the teacher may need support or guidance to do so consistently. • Students have a general sense of whether or not they are successful in the course but may not know their progress in relation to specific objectives or annual goals. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher accurately determines student progress toward and mastery of objectives and annual student learning goals using multiple methods of assessment.¹ • Teacher uses a system to track student assessment data, including individual and class progress toward meeting unit objectives and annual learning goals.² • Teacher analyzes student progress data at key points during a unit and during the year to: <ul style="list-style-type: none"> a) determine the effectiveness of past instruction and diagnose why students did or did not master objectives, and b) modify upcoming lesson and unit plans.³ • Teacher uses analysis of student progress data to plan differentiated instruction including intervention and enrichment. • Students articulate their performance and progress relative to unit objectives and annual goals.⁴ 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Teacher uses assessment data at multiple points throughout the year to reassess student skill levels and refine annual student learning goals. • Students track their own progress toward meeting unit objectives and annual learning goals using classroom systems.
--	--	--	---

Possible sources of evidence for this criterion include, but are not limited to: classroom observations; reviews of annual, unit, and lesson planning materials; reviews of student work products; conversations during teacher/appraiser conferences; and direct questioning of students during an observation.

Notes:
¹ The unit objectives, annual goals, and individual learning goals should be the same objectives assessed in Criterion PL-1 - “Develops student learning goals.”
² Assessment data could include diagnostic beginning of the year assessments and the previous year’s end of year data. Diagnostic data may be obtained from statewide, district, school, or teacher-generated assessments.
³ Examples of modifying lesson and unit plans include: re-teaching, remediation or enrichment with student groups, and adjustments in pacing.
⁴ This indicator can be assessed through direct interactions with students or when the teacher creates opportunities for students to discuss their progress towards annual learning goals and unit objectives.

PL-3 Designs effective lesson plans, units, and assessments

The following best describes a teacher performing at Level 1 in this criterion:

- Teacher selects or develops student learning objectives that do not align to annual goals or do not align to required curricula, or the teacher does not plan objectives and units in advance.
- Teacher selects or develops assessments that do not accurately measure student mastery of learning objectives or does not assess student mastery of objectives.
- Teacher writes lesson plans that describe learning activities that are not aligned with lesson objectives, do not describe lesson objectives, do not describe how student learning will be assessed, or the teacher does not write lesson plans.

The following best describes a teacher performing at Level 2 in this criterion:

- Teacher selects or develops student learning objectives that cover required content and skills but may not be closely aligned to annual goals.
- Teacher plans units that include lessons, objectives, and assessments that accurately measure mastery of student learning objectives, though lessons, objectives, and assessments may not be closely aligned.
- Teacher writes lesson plans that describe lesson objectives, learning activities, and assessments, though the learning activities and assessments are only partially aligned to mastery of lesson objectives.

The following best describes a teacher performing at Level 3 in this criterion:

- Teacher selects or develops student learning objectives that are tightly aligned to annual goals and are measurable using assessments or rubrics.¹
- Teacher plans backward-designed units by:
 - a) first, selecting or developing assessments and/or rubrics that accurately measure student mastery of unit learning objectives, and
 - b) then designing a sequence of lessons that leads students towards mastery of unit learning objectives as determined by those assessments.
- Teacher writes lesson plans that describe: lesson objectives, learning activities that are sequenced to lead students towards mastery of those objectives, and how student mastery of objectives will be assessed.
- Teacher allocates adequate time within a unit for students to master each objective while maintaining fidelity to district curriculum requirements.

The following best describes a teacher performing at Level 4 in this criterion:

All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:

- Teacher organizes units based on key concepts, enduring understandings, essential questions, or important themes.
- Teacher writes lesson plans that describe opportunities within each lesson to check for student understanding and assess student mastery of lesson and unit objectives.²
- Teacher designs and implements unit and lesson plans that include cross-disciplinary connections to key concepts or enduring understandings in more than one content area.

Possible sources of evidence for this criterion include, but are not limited to: reviews of annual, unit, and lesson planning materials and conversations during teacher/appraiser conferences.

Notes:

¹ The unit objectives, annual goals, and individual learning goals should be the same objectives assessed in Criterion PL-1 - “Develops student learning goals” and PL-2 - “Collects, tracks, and uses student data to drive instruction.”

² This criterion only assesses a teacher’s planning. The way in which a teacher checks for student understanding during a lesson should be assessed under Criterion I-2 - “Checks for student understanding and responds to student misunderstanding.”

I-1 Facilitates organized, student-centered, objective-driven lessons

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher states an objective that does not convey what students are learning and doing in a lesson, does not state an objective, or there may not be a clear objective to the lesson. • Teacher uses instructional strategies that do not successfully lead students toward mastery of lesson objectives. • Students have limited or no opportunities to practice what they are learning during the lesson or lesson activities are not aligned to the lesson objective. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher states the lesson objective and its importance, although it may be unclear whether students understand what they are learning and what they will be doing in a lesson. • Teacher selects instructional strategies that align to lesson objectives, but may not be cohesively sequenced to lead students towards mastery of the objective. • Teacher provides information about assessments, though students may be unclear about how their understanding will be assessed. • Teacher explains connection between lesson content and prior student knowledge, but it is unclear if students make the connection. • Students have opportunities to practice and demonstrate the skills and knowledge they are learning during the lesson although those opportunities may be brief, unsubstantial, or infrequent. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher facilitates a cohesive lesson in which all lesson elements are sequenced and organized in order to lead students toward mastery of the objective. • Teacher selects and executes instructional strategies that effectively support lesson objectives. • Students connect lesson content to prior knowledge in order to build new learning.¹ • Students explain the lesson’s objective and what they will be doing in the lesson in their own words.² • Students articulate how their work will be assessed or what assessment the teacher is using to measure their learning. • Students practice, apply, and demonstrate the skills and knowledge they are learning during the lesson through meaningful learning activities. • Students demonstrate an understanding of lesson content and skills through correct responses in student work or by asking relevant clarifying or extension questions. 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Students explain how the lesson connects to previous learning and broader unit learning goals. • Students take a leadership role during most of the lesson and require little or no guidance from the teacher to maintain momentum.
--	--	---	--

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, reviews of student work products, and direct questioning of students during an observation.

Notes:
¹ For example, students connect lesson content to personal experiences or interests.
² This indicator can be assessed through direct interactions with students or through teacher-created opportunities for students to discuss the lesson objective(s).

I-2 Checks for student understanding and responds to student misunderstanding

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher infrequently or never checks for student understanding, or the checks are ineffective in accurately assessing student understanding. • Teacher does not address student misunderstanding, or the attempts to address misunderstanding are unsuccessful. • Teacher provides incorrect feedback or no feedback during the lesson, and students are unclear if they correctly understand the content. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher accurately checks for student understanding during the lesson, although may miss key opportunities to identify misunderstanding and adjust instruction accordingly. • Teacher addresses student misunderstanding in response to checks, although response may not be immediate, may not fully meet student needs, and/or the flow of the lesson may be interrupted. • Teacher provides limited feedback to students during the lesson but students are aware if they correctly understand the content. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher checks for understanding and accurately diagnoses student misunderstanding at key moments during a lesson using a variety of methods. • Teacher adjusts lesson to ensure student understanding in response to assessments during the lesson and without interrupting the flow of the lesson. • Teacher provides feedback throughout the lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking. • Teacher uses clear systems and routines for assessing student understanding during the lesson.¹ 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Teacher obtains a thorough understanding of individual students' progress, academic needs with regard to the lesson objective, and root causes of misunderstanding. • Teacher creates opportunities for students to self-assess their understanding of lesson objectives and provide feedback to the teacher.
---	---	---	--

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, reviews of student work products, and direct questioning of students during an observation.

Notes:

¹ Examples of systems and routines to check for student understanding include but are not limited to: “fist-of-five,” individual whiteboards, wireless student response tools, or exit slips.

I-3 Differentiates instruction for student needs by employing a variety of instructional strategies

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Students engage with lesson content in only one way throughout the lesson. • Teacher adapts few or no elements of the lesson to meet different student needs. • Students are not able to access the lesson at an appropriate level of challenge. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Students engage with lesson content in multiple ways that are appropriate to lesson objectives but not necessarily responsive to their learning needs. • Teacher adapts some elements of the lesson’s depth, pace, or delivery to meet the needs of most learners, although individual students may not be able to access the lesson in an effective way and/or at an appropriate level of challenge. • Teacher works to ensure that the needs of most students are met by providing extra support as needed. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Students engage with lesson content in multiple ways¹ that are appropriate to lesson objectives and responsive to their needs. • Teacher adapts the depth, pace, and delivery mode of what is taught in a lesson to allow students to access the lesson at multiple levels of challenge.² • Teacher provides extra support, enrichment, or variation of work in order to meet the needs of each student, where necessary.³ • Teacher strategically utilizes flexible instructional groups and varied instructional arrangements that are appropriate to the students and to the instructional purposes of the lesson. • Students engage in learning experiences or performance tasks that allow for interest- or skill-based choice in processes or products. 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Teacher offers individualized instruction based on assessment of student progress towards mastery of lesson objectives to ensure the lesson is challenging and accessible to all students. • Students collaborate with the teacher to design interest-based learning experiences or performance tasks that demonstrate mastery of the lesson or unit objectives. • Students know their academic needs and actively seek learning experiences or tasks that suit their level of mastery and their learning profile.
---	--	---	--

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, reviews of student work products, and direct questioning of students during an observation.

Notes:

¹ For example, multiple learning modalities.

² Appraisers should pay particular attention to whether teachers are applying best practices for differentiating depth, pace, delivery mode, and providing additional support and enrichment for special student populations including English Language Learners, gifted and talented students, and students with special learning needs.

³ This includes meeting any required student modifications based on IEP goals or language proficiency levels. Potential strategies for providing extra support include flexible grouping, leveled texts, tiered assignments, extension assignments, or enrichment projects.

I-4 Engages students in work that develops higher-level thinking skills

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher provides limited or no opportunities for students to engage in work that requires higher-level thinking skills. • Students do not employ higher-level thinking skills during the lesson. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher uses instructional tasks that require students to use higher-level thinking skills. • Teacher provides limited guidance and support to students in employing higher-level thinking skills. • Students employ higher-level thinking skills during the lesson but may not do so in a way substantially connected with the mastery of the lesson objectives. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher uses a variety of instructional strategies and questioning techniques to develop students’ higher-level thinking skills.¹ • Teacher provides students the support and guidance (e.g., scaffolding) needed to exercise higher-level thinking skills. • Teacher embeds higher-level thinking skills into the lesson objective so that mastery of the objective requires students to meaningfully employ higher-level thinking skills. • Students employ higher-level thinking skills to engage with lesson concepts, questions, and tasks and to demonstrate understanding of the lesson’s objectives.² 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Students synthesize diverse perspectives or points of view during the lesson. • Students communicate their thinking and reasoning processes, and encourage their peers to do the same when appropriate.
---	---	--	---

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, and reviews of student work products.

Notes:
¹ Examples of instructional tasks requiring higher-level thinking skills include: solving problems with predictable and non-predictable solutions, noticing patterns and finding relationships, generating hypotheses, planning tasks to address problems, generating reasonable arguments and explanations, predicting outcomes, assessing progress toward goals, communicating about learning, engaging in advanced level reading and writing tasks.

² Examples of higher-level thinking skills include: reflecting on learning, generating new insights, asking questions, making decisions, analyzing, classifying, comparing, evaluating, explaining, summarizing, synthesizing, and solving problems. Teachers are encouraged to refer to Bloom’s Taxonomy and the Rigor/Relevance Framework as reference guides for understanding higher- and lower-order cognitive skills and their application.

I-5 Maximizes instructional time

The following best describes a teacher performing at Level 1 in this criterion:

- Teacher uses low-impact instructional strategies that use class time inefficiently and limit students' opportunities to master lesson objectives.
- Students and teacher execute classroom routines and procedures in an inefficient manner that results in significant loss of instructional time, or teacher does not design or reinforce classroom routines and procedures.
- Students are idle while waiting for the teacher, or are left with nothing meaningful to do for a substantial percentage of lesson time.

The following best describes a teacher performing at Level 2 in this criterion:

- Teacher selects efficient instructional strategies, but may spend too much time on a part of the lesson.¹
- Teacher designs classroom routines and procedures, but may not consistently implement them or model and teach them to students.
- Students generally engage in productive learning activities from the start of class until the end of class, although students may be idle for short periods of time while waiting for the teacher to provide directions when finishing assigned work early, or during transitions.
- Students execute classroom routines and procedures but require significant direction from the teacher that results in the disruption of the learning process.

The following best describes a teacher performing at Level 3 in this criterion:

- Teacher allocates time within a lesson by selecting high-impact instructional strategies that lead students to mastery of lesson objectives.²
- Teacher effectively designs, teaches, and implements consistent classroom routines and procedures that allow students to maximize time spent on learning activities.³
- Teacher directs classroom aides, paraprofessionals, and other classroom support personnel in a manner that effectively supports lesson objectives.
- Students execute routines and procedures in an orderly and efficient manner with some direction from the teacher.
- Students engage in productive learning activities from the start of class until the end of class and little time is lost on transitions and other non-instructional activities.

The following best describes a teacher performing at Level 4 in this criterion:

All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:

- Students assume responsibility for routines and procedures and execute them in an orderly, efficient, and self-directed manner that requires little or no direction from the teacher.
- Students who finish assigned work early engage in meaningful learning activities or enrichment assignments related to unit objectives without interrupting other students' learning.

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, and reviews of student work products.

Notes:

¹ For example, teacher may select an effective instructional strategy but may spend too much time on a "do now," or spend too much time on direct instruction relative to the time spent on guided and independent practice.

² "High-impact" instructional strategies are those that efficiently result in high levels of student learning given limited class time.

³ For example, attendance, distributing or organizing materials, lining students up, and dismissal.

I-6 Communicates content and concepts to students

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher explains concepts or skills with a lack of clarity or coherence that impedes student understanding of content. • Teacher uses language or explanations that are not developmentally appropriate. • Teacher may convey inaccurate content to students or does not communicate the information necessary for mastery of unit and lesson objectives. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher explains concepts and skills but delivery is not consistently organized in a way that effectively facilitates learning. • Teacher occasionally explains content at too high or too low of a development level for students or inadequately explains new vocabulary. • Teacher conveys accurate information to students but inconsistently emphasizes key points and enduring understandings. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher explains concepts and skills clearly and coherently. • Teacher conveys accurate content to students. • Teacher uses developmentally appropriate explanations and explains new terms and vocabulary. • Teacher emphasizes key points needed to master lesson objectives. • Teacher communicates content and skills using visuals or technology in situations where such methods facilitate student understanding of lesson objectives. 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Teacher creates opportunities for students to take leadership roles in communicating lesson content to each other when appropriate.
---	--	---	--

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, and reviews of student work products.

I-7 Promotes high academic expectations for students

<i>The following best describes a teacher performing at Level 1 in this criterion:</i>	<i>The following best describes a teacher performing at Level 2 in this criterion:</i>	<i>The following best describes a teacher performing at Level 3 in this criterion:</i>	<i>The following best describes a teacher performing at Level 4 in this criterion:</i>
<ul style="list-style-type: none"> Teacher does not consistently convey the belief that students will be successful in the class or reinforces the expectation that students will not meet annual learning goals. 	<ul style="list-style-type: none"> Teacher consistently conveys the belief that all students will be successful, although that belief may not be explicitly tied to performance expectations for specific goals. Teacher emphasizes the need for students to work hard but does not connect student effort with lesson objectives. 	<ul style="list-style-type: none"> Teacher communicates and reinforces the expectation that all students will meet annual learning goals and connects this achievement to students' long-term or personal goals.¹ Teacher encourages students to work hard towards mastering lesson objectives and to persist when faced with difficult material.² Teacher highlights examples of recent student work that meet high expectations.³ 	<p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> Teacher reinforces the expectation with students that they will meet annual learning goals and creates a sense of possibility by articulating specific strategies by which individual students will overcome academic challenges.

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of planning materials, reviews of student work products, and reviews of student progress data and tracking.

Notes:

¹ The unit objectives, annual goals, and individual learning goals should be the same objectives assessed in Criterion PL-1 - "Develops student learning goals," and Criterion PL-3, "Designs effective lesson plans, units, and assessments."

² This can be observed when students are tasked with a challenging assignment and the teacher uses various strategies to encourage and motivate students toward success.

³ For example, teacher shows students models of exemplary work when introducing an assignment or when students have completed a unit of study.

I-8 Students actively participating in lesson activities

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • A significant percentage of students are disengaged or do not comply with teacher directions during direct instruction, independent practice, or group work. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Students passively comply with the teacher’s directions by completing the minimum requirements necessary to avoid redirection or other negative consequences from the teacher. • Students complete the minimum requirements during independent practice or group work. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Students demonstrate engagement during direct instruction by participating in and completing instructional tasks, volunteering responses to questions, following teacher directions, and asking appropriate questions. • Students display active effort in learning activities during independent and group work. 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Students connect mastery of lesson objectives to their long-term academic and personal goals and interests.¹
---	--	---	---

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of student work products, and direct questioning of students during an observation.

Notes:

¹ This indicator can be assessed through direct interactions with students or when the teacher creates opportunities for students to discuss annual learning goals.

I-9 Sets and implements discipline management procedures

<p><i>The following best describes a teacher performing at Level 1 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher may attempt to redirect student behaviors that disrupt the learning process, but the intervention may not be appropriate to the level of student behavior, or those attempts are not successful at changing student behaviors, or teacher does not address misbehavior. • Students do not consistently adhere to behavioral expectations and rules. 	<p><i>The following best describes a teacher performing at Level 2 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher sets and communicates high behavior expectations with students. • Teacher redirects student behavior in a manner that slows lesson momentum and disrupts the learning process. • Teacher assigns consequences for misbehavior that are logical, appropriate to the level of student behavior, and successfully change student behaviors, but may not do so consistently with all students. • Students adhere to behavioral expectations and rules, but require frequent redirection from teacher. 	<p><i>The following best describes a teacher performing at Level 3 in this criterion:</i></p> <ul style="list-style-type: none"> • Teacher effectively implements district and campus discipline management procedures. • Teacher consistently communicates high behavioral expectations with students, addresses non-compliance, and reinforces appropriate behavior, as needed. • Teacher maintains lesson momentum because there is no inappropriate or off-task behavior, or because the teacher redirects it in a subtle and preventative manner.¹ • Teacher consistently follows-through with consequences that are logical, appropriate to the level of student behavior, and effective at changing student behavior, when necessary. • Students demonstrate a clear understanding of behavioral expectations and rules through their actions. 	<p><i>The following best describes a teacher performing at Level 4 in this criterion:</i></p> <p><i>All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:</i></p> <ul style="list-style-type: none"> • Students demonstrate a clear understanding of behavioral expectations and rules through their actions and require little or no redirection from the teacher. • Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. • Students express the understanding that classroom behavioral expectations and rules facilitate academic success.
--	--	---	---

Possible sources of evidence for this criterion include, but are not limited to: classroom observations, reviews of classroom management materials, and direct questioning of students during an observation.

Notes:
¹ Appraisers should use discretion in rating this indicator in extreme situations where the teacher needs to interrupt the lesson to ensure student safety.

I-10 Builds a positive and respectful classroom environment

The following best describes a teacher performing at Level 1 in this criterion:

- Teacher inconsistently demonstrates respect for students.
- Teacher inconsistently communicates and reinforces expectations for student behavior and positive interactions between students.
- Students' interactions with the teacher and their peers are frequently disrespectful.

The following best describes a teacher performing at Level 2 in this criterion:

- Teacher demonstrates respect for all students but may occasionally use a negative tone with students.
- Teacher communicates expectations for positive student behavior and interactions between students.
- Students respect the teacher but may inconsistently show respect for their peers.

The following best describes a teacher performing at Level 3 in this criterion:

- Teacher demonstrates caring and respect for all students and creates a positive, energetic, and orderly climate and culture in the classroom.¹
- Teacher communicates and reinforces expectations for positive student behavior and interactions between students, including a respect for individual, cultural, and linguistic differences.
- Teacher arranges and organizes furniture, supplies, reference materials, and student work in a way that supports learning activities.
- Students demonstrate respect by actively listening and responding positively to each other and to the teacher.

The following best describes a teacher performing at Level 4 in this criterion:

All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:

- Students demonstrate ownership of classroom environment by encouraging their peers to interact positively with one another.
- Students cooperate and collaborate without teacher direction to support their peers and encourage them to achieve academic success.

Possible sources of evidence for this criterion include, but are not limited to: classroom observations and direct questioning of students during an observation.

Notes:

¹ For example, students show interest in each other's perspectives and demonstrate respect when a peer answers a question incorrectly.

PR-1 Complies with policies and procedures at school

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher does not comply with federal and state laws and policies. • Teacher does not follow district and local school policies on multiple occasions. 	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher complies with federal and state laws and policies. • Teacher follows district and local school policies although may need frequent reminders or monitoring to do so. 	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher complies with federal and state laws and policies. • Teacher follows district and local school policies. 	<p>Level 4: The following indicators best describe a teacher who “Exceeds Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher complies with federal and state laws and policies. • Teacher follows district and local school policies and finds innovative ways and/or invests effort to help policies succeed.
---	---	--	---

Possible sources of evidence for this criterion include, but are not limited to: teacher’s discipline file, tutoring logs, student grade book, review of annual/unit/lesson planning materials.

Notes:

“Federal and state laws and policies” may include, but are not limited to, IDEA, 504, Title III, the Texas Education Code, and the Texas Administrative Code.

“District and local school policies” include policies governing: deadlines for lesson plans; progress reports and report cards; maintaining accurate and clear attendance, homework and grade book records on the school’s student information system; Student Code of Conduct.

“Finding innovative ways and/or invests effort” may include, but is not limited to, actions where the teacher takes leadership roles in developing school or district policy or provides support to colleagues to help policies succeed.

PR-2 Treats colleagues with respect throughout all aspects of work

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher’s conduct inconsistently reflects the Educator’s Code of Ethics. • Teacher interacts negatively with colleagues and/or supervisors on multiple occasions. 	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher’s conduct reflects the Educator’s Code of Ethics. • Teacher interacts respectfully and professionally, with minor exceptions, with colleagues and/or supervisors. 	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher’s conduct reflects the Educator’s Code of Ethics. • Teacher interacts respectfully and professionally with colleagues and/or supervisors. 	<p>Level 4: The following indicators best describe a teacher who “Exceeds Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher’s conduct reflects the Educator’s Code of Ethics. • Teacher interacts respectfully and professionally with colleagues and/or supervisors, and consistently promotes respect and professionalism.
---	--	---	--

Possible sources of evidence for this criterion include, but are not limited to: copies of communication with colleagues, peer feedback, interactions with the teacher outside of the classroom.

Notes:

“Interactions” may include, but are not limited to: written, verbal, and non-verbal interactions.

“Interacts respectfully and professionally” may include, but is not limited to: proactively building positive relationships with colleagues and/or supervisors by making new staff members feel welcome or providing colleagues with encouragement and support.

Appraisers should take into account the teacher’s tone, the context, and others’ reactions into consideration when determining whether a teacher interacts respectfully and professionally with colleagues or supervisors. For instance, a stern or assertive tone does not necessarily constitute disrespect. Similarly, a sarcastic tone can be respectful and demonstrate positive rapport even though at other times it can constitute disrespect.

PR-3 Complies with teacher attendance policies

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher fails to secure the services of an associate teacher in a timely manner when planning to be absent from school. • Teacher fails to secure a leave of absence in a timely manner when planning to be absent from school for an extended period of time. • Teacher, on multiple occasions, arrives late to school and/or arrives late for scheduled classes or other scheduled duties. 	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • When the teacher plans to be absent from school, the teacher complies with district and local policies by securing the services of an associate teacher in a timely manner. • When the teacher plans to be absent from school for an extended period of time, the teacher follows district policies and procedures to secure a leave of absence. • Teacher, with rare exceptions, arrives to school on time and is punctual for scheduled classes and other scheduled duties. 	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none"> • When the teacher plans to be absent from school, the teacher complies with district and local policies by securing the services of an associate teacher in a timely manner. • When the teacher plans to be absent from school for an extended period of time, the teacher follows district policies and procedures to secure a leave of absence. • Teacher arrives to school on time and is punctual for scheduled classes and other scheduled duties. 	<p>Level 4: Not applicable to this criterion</p>
---	---	---	---

Possible sources of evidence for this criterion include, but are not limited to: school attendance records, teacher’s discipline file.

Notes:

“Scheduled duties” may include, but are not limited to: pick-up times and meetings.

Appraisers should take note that a teacher should not be penalized in this area for events beyond a teacher’s control. Some examples include: the substitute teacher not showing up; the district fails to process FMLA paperwork in a timely manner; unforeseeable events that cause the teacher to be late (e.g., car accident, illness of a child).

PR-4 Dresses professionally according to school policy

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher consistently dresses in a manner that is inappropriate for the teacher’s job assignment, or in a manner that fails to reflect positively on the district and ignores appraiser feedback on multiple occasions.	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher dresses in a manner that is appropriate for the teacher’s job assignment and in a manner that reflects positively on the district, although may require individualized feedback or guidance to do so.	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher dresses in a manner that is appropriate for the teacher’s job assignment and in a manner that reflects positively on the district.	<p>Level 4: Not applicable to this criterion</p>
---	---	---	---

Possible sources of evidence for this criterion include, but are not limited to: teacher’s discipline file, interactions with the teacher.

PR-5 Collaborates with colleagues

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher resists or avoids collaboration and/or does not collaborate and share new ideas with colleagues.• Teacher resists or avoids participating in school work teams and committees.• Teacher resists or avoids support from colleagues or supervisors.	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher shares ideas and new approaches with colleagues in an effort to drive learning forward in every classroom, although requires frequent reminders or monitoring to do so.• Teacher participates and contributes to school work teams and committees, though requires frequent reminders or monitoring to do so.• Teacher accepts support from colleagues or supervisors when offered, though requires frequent reminders or monitoring to do so.	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher consistently collaborates and shares ideas and new approaches with colleagues in an effort to drive learning in every classroom.• Teacher participates and effectively contributes to school work teams and committees.• Teacher seeks and accepts support from colleagues or supervisors, as needed to drive student learning.	<p>Level 4: The following indicators best describe a teacher who “Exceeds Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher initiates or leads collaboration and the sharing of ideas and new approaches with colleagues in an effort to drive learning in every classroom.• Teacher assumes leadership roles in school work teams and committees and/or seeks opportunities to mentor others.• Teacher seeks and offers support to colleagues or supervisors, as needed, to drive student learning forward.
--	--	--	---

Possible sources of evidence for this criterion include, but are not limited to: copies of communication with colleagues, professional development artifacts, meeting minutes or agendas.

Notes:

Examples of forums where a teacher has the opportunity to collaborate with colleagues may include, but are not limited to: team meetings, faculty meetings, data analysis sessions.

PR-6 Implements school rules

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> Teacher fails to implement school rules on multiple occasions, and/or violates a school rule that jeopardizes the safety of others. 	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> Teacher consistently implements school rules, although requires frequent reminders or monitoring to do so. 	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none"> Teacher consistently implements school rules. 	<p>Level 4: The following indicators best describe a teacher who “Exceeds Expectations” for this criterion:</p> <ul style="list-style-type: none"> Teacher consistently implements school rules and promotes positive campus culture.
--	--	--	---

Possible sources of evidence for this criterion include, but are not limited to: teacher’s discipline file, classroom observations, walkthroughs, interactions with the teacher outside of the classroom.

Notes:

“School rules” may include but are not limited to: the campus discipline management plan; the campus safety plan guidelines.

School rules include campus safety plan guidelines such as fire drill and shelter-in-place drill procedures.

“Promotes positive campus culture” may include: teacher implementation of school rules outside of their classroom.

PR-7 Communicates with parents throughout the year

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher inconsistently and/or ineffectively communicates with parents or guardians regarding student performance and behavior. • Teacher consistently fails to respond to routine parent contacts within 24-48 business hours of receiving the initial concern or correspondence or fails to refer the matter to her/his supervisor. 	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher consistently and effectively communicates with parents or guardians regarding student performance and behavior, though requires frequent reminders or monitoring to do so. • Teacher responds to routine parent contacts within 24-48 business hours of receiving the initial concern or correspondence or refers the matter to her/his supervisor, though requires frequent reminders or monitoring to do so. 	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher consistently and effectively communicates with parents or guardians regarding student performance and behavior. • Teacher responds to routine parent contacts within 24-48 business hours of receiving the initial concern or correspondence or refers the matter to her/his supervisor. 	<p>Level 4: The following indicators best describe a teacher who “Exceeds Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher consistently and effectively communicates with parents or guardians regarding student performance and behavior, and that communication leads to changes in student behavior. • Teacher responds to routine parent contacts within 24-48 business hours of receiving the initial concern or correspondence or refers the matter to her/his supervisor.
--	---	--	---

Possible sources of evidence for this criterion include, but are not limited to: copies of communication logs, copies of communication with parents/guardians.

Notes:

Types of parent communication may include, but are not limited to: conferences, letters, email, newsletters, and/or phone calls. Teacher should communicate with parents regarding positive or negative student performance or behavior.

“Effective” communication is verbal or written communication that provides parents or guardians with individualized information about their student’s performance, behavior, and school events. “Effective” communication is distinguished from a mere notification of receipt or any type of fill-in-the-blank letter that does not provide information specific to the student.

PR-8 Seeks feedback in order to improve performance

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher inconsistently initiates and solicits feedback from instructional leaders, colleagues, or outside resources to improve instructional effectiveness.	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher initiates and solicits feedback from instructional leaders, colleagues, or outside resources to improve instructional effectiveness, though requires frequent reminders or monitoring to do so.	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none">• Teacher initiates and solicits feedback from instructional leaders, colleagues, or outside resources to improve instructional effectiveness.	<p>Level 4: Not applicable to this criterion</p>
--	---	---	---

Possible sources of evidence for this criterion include, but are not limited to: copies of communication with colleagues, student work products, interactions with the teacher outside of the classroom.

Notes:

Examples of how a teacher “initiates and solicits feedback” include teachers that seek reflective conversations with instructional leaders and peer observers.

PR-9 Participates in professional development and applies learning

<p>Level 1: The following indicators best describe a teacher who falls “Far Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher refuses or avoids collaborating with their supervisor to identify professional development opportunities to enrich instructional effectiveness. • Teacher inconsistently participates in professional learning experiences and/or inconsistently applies professional learning experiences to improve student outcomes. 	<p>Level 2: The following indicators best describe a teacher who falls “Slightly Below Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher collaborates with their supervisor to identify professional development opportunities to enrich instructional effectiveness. • Teacher participates and effectively implements professional learning experiences to improve student outcomes, though requires frequent reminders or monitoring to do so. 	<p>Level 3: The following indicators best describe a teacher who “Meets Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher collaborates with their supervisor to identify professional development opportunities to enrich instructional effectiveness. • Teacher participates and effectively implements professional learning experiences to improve student outcomes. 	<p>Level 4: The following indicators best describe a teacher who “Exceeds Expectations” for this criterion:</p> <ul style="list-style-type: none"> • Teacher collaborates with their supervisor to identify professional development opportunities to enrich instructional effectiveness. • Teacher leads professional learning experiences that drive student learning forward and/or mentors others to effectively implement professional learning experiences to improve student outcomes.
---	---	---	--

Possible sources of evidence for this criterion include, but are not limited to: sign-in sheets for professional development, meeting minutes/agendas, professional development artifacts, student work products.

Notes:
 “Professional learning experiences” may include, but are not limited to: school- or district-based professional learning activities; state, national, international conferences. School-based professional learning experiences may include, but are not limited to, grade-level or departmental activities.