



LEAD

LEWISVILLE EDUCATOR  
APPRAISAL AND DEVELOPMENT

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## **Acknowledgements**

A committee of over 70 educators collaborated to develop Lewisville ISD's LEAD appraisal instrument led by Dr. Beth Brockman, Assistant Superintendent of Strategic Initiatives and Community Engagement. The LEAD committee spent countless hours and considerable effort to produce an appraisal instrument to improve the evaluation process for Lewisville ISD colleagues. The list of committee members may be found in Appendix A.

Several campuses volunteered to participate in the pilot implementation during the 2016-17 school year. The list of campuses participating in the pilot implementation may be found in Appendix B.

Special thanks to the Lewisville Board of Trustees for their trust and support of the Lewisville Educator Appraisal and Development instrument.

## **Lewisville ISD Values**

The LEAD appraisal system is underpinned by the values found in the Lewisville ISD Strategic Design and the core beliefs, vision, mission and goals below.

### **Core Beliefs**

We believe that:

1. Every student is uniquely capable and deserves to be challenged each day.
2. Uninhibited learning depends on a safe, nurturing, inclusive and flexible environment.
3. An educated citizenry is essential for equal opportunity and a prosperous society.
4. Meaningful and relevant work engages students in profound learning.
5. Critical thinking and problem solving today are necessary for students to be equipped for future challenges.
6. Genuine transformation requires disruptive innovation.
7. Education is the shared responsibility of the community.

### **Vision**

All of our students enjoy thriving, productive lives in a future they create.

### **Mission**

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

### **Goals**

1. Provide all learners with safe, nurturing, inclusive and flexible learning environments.
2. Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world.
3. Reframe state readiness standards in a way that leads to profound learning and has meaning and value for students.
4. Create flexible systems that result in a learning organization supported by innovative and engaged staff.
5. Continuously involve our diverse community, staff and students to use their strengths, resources and talents to provide engaging, innovative experiences for all learners.
6. Develop and implement meaningful, varied assessments that inform and inspire students and educators for continuous improvement and growth in a way that transform learning and teaching.
7. Design an accountability system that transcends state/national mandates and reflects local values and expectations.

## Executive Summary

In 2014, Lewisville ISD endeavored to create its own appraisal system to replace the Professional Development and Appraisal System (PDAS). Convened as a District wide committee, over 70 educators--content area and grade level teachers, specials and elective teachers, coaches, instructional specialists, and campus administrators from every school and all three zones--joined together to develop an appraisal system which became known as the Lewisville Educator Appraisal and Development system or LEAD. In addition to the work completed over the past three school years, the committee sought additional input and feedback via a District survey in 2014, focus group meetings in Summer 2014 and Summer 2015, and pilot implementation with multiple departments and campuses in school year 2016-2017. Throughout their work, the LEAD committee desired to construct an appraisal system for teachers, by teachers and focused on a few key principles.

The LEAD appraisal instrument provides teachers and administrators a chance to collaborate together in a yearlong appraisal cycle. The appraisal gives distinct opportunity for instructional reflection and goal setting, classroom observation and feedback, conferencing, and artifact review and discussion through a series of appraisals steps. The LEAD committee designed the appraisal process to foster two-way conversations and collaborative feedback between classroom teachers and administrators aimed at continuous improvement and professional growth. Anchored by first of year instructional reflection and goal setting, the LEAD appraisal system provides for an individualized approach to evaluation thus allowing teachers to determine the best path for their own professional learning.

The LEAD appraisal employs conversation and feedback at multiple steps. At the first of each year, teachers will self-assess their instructional practice and set individual goals during a conference with their appraiser. This conference serves as an opportunity to discuss the cumulative 60-minute observational visits to each classroom and other informal walk through observations during the school year. A post observation conference will occur after the 60-minute observational period is completed. At mid-year, each teacher and appraiser will meet to conduct a status check on goal attainment. By the end of the year, a final conference is held between teacher and appraiser to review artifacts supporting goal success, complete the final LEAD appraisal document and begin goal discussion for the following school year.

The LEAD committee designed the appraisal instrument to measure what mattered most to Lewisville ISD teachers and conform to §21.352 of the Texas Education Code and Title 19 Chapter 150.1007 of the Texas Administrative Code. The appraisal document is constructed of four domains, three of which will be implemented District wide in school year 2017-2018, with the student growth domain enacted the following year. The four domains and attendant areas, which comprise the LEAD appraisal instrument include the following:

Four Domains of LEAD Appraisal	
Domain 1: Planning & Instruction	Domain 2: Learning Environment
<ul style="list-style-type: none"> <li>• Standards</li> <li>• Learning Design and Assessment</li> <li>• Instructional Strategies and Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Classroom Culture</li> </ul>
Domain 3: Professional Practice & Responsibilities	Domain 4: Student Progress
<ul style="list-style-type: none"> <li>• School and Community Involvement</li> <li>• Professionalism</li> <li>• Collaboration</li> <li>• Communication</li> </ul>	Will be addressed starting in the 2018-2019 school year.

A complete copy of the LEAD appraisal instrument including Domains 1 to 3 may be found in Appendix C.

### LEAD Development

The LEAD committee convened in 2014 for the purposes of crafting a teacher appraisal system designed by Lewisville ISD teachers for Lewisville ISD teachers. Over numerous meetings and discussions, the committee drafted the LEAD appraisal document found in Appendix A. The LEAD committee conducted numerous meetings and discussions to focus on those professional duties and responsibilities most aligned with research based and effective instructional practice and student learning. Additionally, the committee researched other teacher appraisal systems in order to glean best practices from those instruments and consider inclusion in the LEAD appraisal document. Those appraisal systems researched by the LEAD committee included the Teacher Keys Effectiveness System (TKES) developed by the Georgia Department of Education, the Texas Teacher Evaluation and Support System (T-TESS) drafted by the Texas Education Agency, the Framework for Learning based on appraisal work completed by the Danielson Group, and the Teacher Evaluation Model proposed by Dr. Robert Marzano.

### Overview of the LEAD Appraisal Process

*A growth mindset exists when someone focuses on seeing opportunities to learn. ~ Carol Dweck*

### Reflection and Goal Setting:

LEAD was created with the intent that it be used as a continuous growth instrument, driven by teacher input and reflection. LEAD is best considered an innovative partnership between teachers and administrators to reflect on instructional practice. Teachers set goals as a result of individual reflection for professional growth and to improve student success.

During the first year of LEAD implementation, teachers complete a self-assessment using the LEAD rubric. Upon reflecting on the data noted in the self-assessment, as well as the skilled documents, teachers use the identified LEAD elements for growth to write goals. Goals should be clear and simple and based on the self-assessment data for the improvement of teacher practice. Goals should be drafted by the teacher prior to the goal setting conference. The teacher and appraiser will collaboratively finalize the annual goals during that conference, held within the first 9 weeks of the school year.

Teachers will maintain their goals throughout the year within Eduphoria. Both teacher and appraiser will have access to provide feedback and comments throughout the year. Goals may be revised, as necessary, upon mutual agreement of both teacher and appraiser. Artifacts that support the progress towards goal attainment should also be referenced for discussion during the scheduled goal meetings (Goal Setting, Mid-Year Goal Progress Check, and the Goal Attainment Review). Artifacts can be documents or items that provide visual evidence towards goal progress. They are not items simply gathered to present during the Goal Attainment Review (see Appendix for examples). Ideally, ongoing goal progress conversations occur throughout the year; however, it will be required during two meetings; the Mid-Year Goal Progress Check and the Goal Attainment Review/End of Year Conference. During the Goal Attainment Review/End of Year Conference, new goals should be discussed for the upcoming school year.

At the beginning of the next school year, teachers create new goals based on their latest self-reflection data and also may take into consideration any continuing goals from the previous year. Teachers then review and/or write their new goals and the process will repeat itself. If implemented with the intended integrity, LEAD encourages the growth mindset and provides an opportunity for the teacher to take ownership of their professional learning.

#### **Pre-Observation and Goal Setting Conference:**

It is recommended that the Conference be held in close proximity to the observation cycle. It is intended to provide a dialogue between the teacher and the appraiser about the upcoming observation. The Pre-Observation should focus on the interrelationship between planning, instruction, the learning environment, and student outcomes. During this time, the teacher and appraiser may discuss questions and areas that require further clarity. Topics addressed might include unique circumstances, content pacing, classroom arrangements, or even LEAD rubric specifics. This meeting can be held in conjunction with the initial Goal Setting and Reflection Conference if appropriate.

#### **Observation:**

The purpose of the Observation is for appraisers to have a means of viewing the teacher's instructional practice. By observing a teacher in action, appraisers can determine how to best support the teacher's instructional practices and promote student growth.

A minimum of 60 minutes of classroom observation time is expected to meet the LEAD Observation requirement. The time may be split into multiple observations, none of which may be less than 20 minutes. The teacher and appraiser shall mutually agree to the division of 60 minutes into classroom observations and whether the observations are announced or unannounced. If the agreed upon observation time is divided in

less than 30 minute sections, the observations will be unannounced.

**Walk-Through and Observation Feedback:**

Although the LEAD Walk-Through or Observation(s) is not scored, it does provide an opportunity for increased conversation around teaching and learning practice. The appraiser will provide written Walk-Through or Observation Feedback within ten days after the Observation. Walk-Through and Observation Feedback may include a conference at the request of the educator or appraiser. The feedback and/or dialogue provide teachers with opportunities to reflect on the impact of their lesson. Conversations should be used to inform and guide the educator's future instructional practices and professional growth.

Prior to a Conference, the educator and appraiser should reflect on instructional practice and be prepared to discuss the impact on student learning. The LEAD rubric should be the focus and drive the thought process. Consideration should be put into which artifacts may be included as part of the appraisal rubric.

The appraiser will prepare Walk-Through or Observation Feedback by reviewing evidence collected during the observation and linking it to the LEAD rubric and/or teacher goals. The evidence will ultimately drive the rationale for the Dimension chosen for each LEAD Element at the End of Year Conference.

There are 3 feedback form options available for appraiser use within LEAD. It is intended that the appraiser select the feedback form most appropriate for the observation and personal style. All 3 feedback forms are available in the appendix and are found within Eduphoria.

- Open-Ended Feedback - this form may be utilized to provide feedback on teacher goals and/or any other area of emphasis. Ties may be made to LEAD domains, but that is not required.
- LEAD Instructional Checklist - this form provides the opportunity to present both open-ended comments and an accounting of teacher and student behaviors observed.
- LEAD Feedback - Domains I and II - this form provides summary information on content LEAD rubric specifically linked to classroom learning and environment. Feedback is then provided according to domain.

**Goal Attainment Review/End of Year Conference:**

This meeting is conducted within the last 9 weeks of instruction. The dialogue will focus on the teacher goal setting and observation feedback. Growth doesn't always happen quickly, tracking a skill over the course of the school year is meaningful. The conference is a time for the teacher and appraiser to review the information collected throughout the year, and present any artifacts supporting the goal progress or attainment.

The teacher and appraiser will collaboratively determine the appropriate dimension for each element of the LEAD rubric. Comments will be added based on evidence and discussion during the Goal Attainment Review/End of Year Conference. The completed LEAD rubric will be released to the teacher within 10 days after the Conference. The teacher will indicate receipt by actual or electronic signature.

Once the review and goal progress is documented, the process is complete for the year and plans to develop goals and professional development for the upcoming year begins.



## Annual Timeline of LEAD Appraisal Events

The timeline below represents a general chronological framework during which LEAD appraisal events should take place during the school year.

Timeframe	LEAD Action	Resources
1st 9 weeks	<ul style="list-style-type: none"> <li>● Classroom teachers complete teacher goal setting within Eduphoria.</li> <li>● Classroom teachers and appraisers conduct Pre-Observation Conference to finalize teacher goal setting and the Classroom Observation Agreement.</li> <li>● Classroom observations may commence after the 3rd complete week of instruction.</li> <li>● Observation Feedback follows classroom visit(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Goal Setting (Eduphoria)</li> <li>● Classroom Observation Agreement (Eduphoria)</li> <li>● LEAD Rubric</li> <li>● LEAD Skilled Documents</li> </ul>
2nd & 3rd 9 weeks	<ul style="list-style-type: none"> <li>● Classroom observations and Observation Feedback continues.</li> <li>● Teachers and appraisers conduct Mid-Year Goal Progress Checks to discuss progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>● LEAD Rubric</li> <li>● Teacher Goal Setting (Eduphoria)</li> </ul>
4th 9 weeks	<ul style="list-style-type: none"> <li>● Educators and appraisers conduct Goal Attainment Review/End of Year Conference to determine goal progress and attainment, review artifacts, complete final appraisal rubric, and discuss goals for the following year.</li> </ul>	<ul style="list-style-type: none"> <li>● LEAD Rubric</li> <li>● Teacher Goal Setting (Eduphoria)</li> </ul>

## Timeline for Teachers Hired after the School year begins

Within 3 weeks of start date	Teacher completes online training - Modules 1, 2, and 3
Within 6 weeks of start date	Teacher/Appraiser complete goal setting conference and observation agreement form
2 weeks AFTER goal setting conference	Classroom observations may begin

### Procedural Guidelines

The procedural guidelines below provide detail on the appraisal process, appraisal calendar, appraisal appeals and staff training and appraiser certification.

#### LEAD Process

- All classroom teachers will be appraised annually.
- Appraisal observations shall occur in core instructional settings and shall not be conducted in extracurricular assignments.
- The annual appraisal process shall include the following activities and events:
  - The teacher goal setting and Pre-Observation conference will occur during the first 9 weeks of school. The appraiser and teacher will also discuss and complete the classroom observation agreement to determine how the 60 minutes of observation will be scheduled as well as whether those observations will be announced or unannounced.
  - Appraisers will provide teachers all classroom observation feedback forms within 10 school days of the observation.
  - The appraiser and classroom teacher will complete the Mid-Year Goal Progress Check no later than the end of the 3rd nine weeks. This Mid-Year Check allows for goal review/progress and discussion of any completed classroom observations.
  - Documentation of anecdotal information will be provided to the classroom teacher within 10 school days of the event being recorded. Any documentation not recorded by the appraiser will be confirmed and verified by the appraiser prior to being provided to the teacher.
  - The appraiser and teacher will complete an end of year conference (Goal Attainment Review/End of Year Conference) no later than 15 school days prior to the last day of student instruction. The appraiser and teacher will complete the LEAD Rubric during the Conference and the appraiser will release the final version (in Eduphoria) classroom teacher within 10 days of the conference. Appraisers and teachers shall discuss any artifacts, teacher goals, and evaluation of placement on the LEAD Rubric rubric during the Goal Attainment/End of Year Conference.

- o Artifact review will occur during the mid-year progress check and end of year conference between the appraiser and teacher for purposes of assessing goal progress and attainment.
- o During the end of year conference, the appraiser and classroom teacher will discuss goal(s) for the following school year.

### **Focus On Required Improvement Plans**

- o A teacher does not display or achieve the descriptors of Developing in the majority of areas in one domain will be required to complete a Focus on Required Improvement Plan.
- o When a teacher must complete a Focus on Required Improvement Plan, the appraiser and the campus principal or designee shall, in consultation with the teacher, develop a plan that includes the following: (1) domain(s) and area(s) that require a Focus on Required Improvement Plan; (2) required professional learning activities; (3) evidence that is used to determine successful completion of professional learning activities and associated timelines for completion; (4) directives for changes in educator practice; and (5) evidence that is used to document change in educator practice.
- o In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the Focus on Required Improvement Plan.
- o A teacher who has not met all requirements of the Focus on Required Improvement Plan by the time specified may be considered for separation from the assignment, campus, and/or district.
- o The Focus on Required Improvement Plan shall include options for professional learning activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.
- o A Focus on Required Improvement Plan may be developed at any time at the discretion of the certified appraiser when the appraiser has documentation that would potentially result in a teacher failing to display or achieve the descriptors of Developing in the majority of areas in one LEAD domain.

### **Appraisal Calendar**

- Within the first three weeks of instruction, each teacher will be provided an annual appraisal calendar for the current school year indicating the LEAD process.
- The calendar will include all days of the teacher contract period.
- The appraisal calendar will exclude announced classroom observations in the first three weeks of instruction.
- All appraisal processes will be concluded fifteen days prior to the last day of instruction.
- No classroom observations should be conducted the day before or day after a school holiday or standardized assessment date.

### **Appraisal Responses and Appeals**

- Teachers may provide written responses at the following times:
  - o Following receipt of observation feedback,

- Following receipt of documentation of anecdotal information, and/or
- Following receipt of the completed LEAD Rubric instrument after the Goal Attainment/End of Year Conference.
- Any teacher response must be provided to the appraiser within 10 school days of the event(s) described above.
- Teachers may request a second appraisal following the receipt of completed observation feedback forms comprising at least 60 minutes of classroom observations.
- Any request for a second appraiser must be provided to the Employee Services Department within 10 school days of receiving all completed observation feedback forms (totaling at least 60 minutes).
- Second appraisers will be determined by Employee Services from the pool of LEAD appraisers trained by the District.
- The second appraiser will make observations according to teacher-appraiser Classroom Observation Agreement document not to exceed 60 minutes and as necessary/appropriate to complete observation feedback.

**Staff Training and Appraisal Certification**

- During the LEAD implementation year (2017-18), all teachers and campus administrators will be trained on the LEAD Rubric, LEAD processes and timelines, Eduphoria utilization, and the Focus on Required Improvement documentation.
- In all subsequent years, teachers and campus administrators new to the District will receive similar training prior to any use of the LEAD Rubric and processes.
- Teachers and campus administrators will receive training on the Student Progress Domain prior to its implementation year (2018-19).

**Appendix A**  
**LISD Teacher Evaluation Committee**

<b>Name</b>	<b>Campus</b>	<b>Role</b>
Andrews, Heather	The Colony High School	Teacher
Acosta, Amy	Timber Creek Elementary School	Campus Administrator
Armstrong, Brandon	Camey Elementary School	Teacher
Babb, Cheryl	LHS- Harmon Campus	Teacher
Bacque, Rita	Morningside Elementary School	Campus Administrator
Barnhart, Melody	Flower Mound High School	Teacher
Behnisch, Karen	Vickery Elementary School	Teacher
Berutti, Sara	Flower Mound 9 <sup>th</sup> Grade Campus	Teacher
Bond, Lois (Anne)	The Colony High School	Teacher
Cartmill, Ackimberly	Lewisville High School	Teacher/Campus Administrator
Cockerham, Eric	Stewarts Creek Elementary School	Campus Administrator
Cortez, Angela	Vickery Elementary School	Campus Administrator
Coy, Kimberly	The Colony High School	Teacher
Curry, Felicia	Learning & Teaching Department	Teacher/Learning Facilitator
Cyr, Lisa	Homestead Elementary School	Teacher
Downing, Erin	Lakeview Middle School	Teacher
Dupont, Joele	Lewisville Learning Center	Teacher
Dutt, Laura	Timber Creek Elementary School	Teacher
Dyer, Debbie	Hebron Valley Elementary School	Teacher
Edley, Lacernia	Lakeland Elementary School	Teacher
Enslow, Kenneth	LHS – Killough Campus	Teacher
Evans, Ginny	Hebron High School	Teacher
Fisher, Lana	Bluebonnet Elementary School	Campus Administrator
Fontana, Anthony	LHS – Harmon Campus	Campus Administrator
Furnas, Valerie	McKamy Middle School	Teacher
Gonzalez, Ronda	Castle Hills Elementary School	Teacher
Gore, Stephanie	Lewisville High School	Campus Administrator
Grady, Brandon	Griffin MS/The Colony HS	Teacher
Graham, Pamela	Forestwood Middle School	Teacher
Greenwell, Timothy	Liberty Elementary School	Campus Administrator
Hatcher, Sheryl	Lamar Middle School	Teacher
Heintzman, Susan	College Street Elementary School	Campus Administrator

Hodges, Kathy	Wellington Elementary School	Teacher
Huber, Justin	Lewisville Learning Center	Teacher
Hunt, Gale	Hebron High School	Teacher
Jennings, Cory	Griffin Middle School	Campus Administrator
Johnson, Taylor	McAuliffe Elementary School	Teacher
Judd, Amy	Creek Valley Middle School	Teacher
Kistner, Carol	Rockbrook Elementary School	Teacher
Krol, Tina	Killian Middle School	Campus Administrator
Krueger, Carie	Flower Mound 9 <sup>th</sup> Grade Campus	Teacher
Layn, Jill	Arbor Creek Middle School	Campus Administrator
Liles, Parker	Flower Mound 9 <sup>th</sup> Grade Campus	Teacher
Long, Richard	Durham Middle School	Teacher
Lopez, Marckos	Marcus 9 <sup>th</sup> Grade Campus	Teacher
Luce, Kristopher	Killian Middle School	Teacher
MacDonald, Marilyn	Donald Elementary School	Teacher
McCray, Katie	Creek Valley Middle School	Teacher
McMahan, Jaye	Timber Creek Elementary School	Teacher
Mick, Kayla	Downing Middle School	Teacher
Miller, Shawna	Professional Learning	District Administrator
Naragon, Marshan	Lewisville High School	Teacher
Orrison, Amy	Marcus 9 <sup>th</sup> Grade Campus	Teacher
Ortiz Bertolo, Carolos	Central Elementary School	Teacher
Rehfuss, Tracy	Hebron Valley Elementary School	Teacher
Reisinger, Matthew	DeLay Middle School	Teacher
Ryherd, Trish	Learning & Teaching	District Administrator
Schuelke, Catherine	Old Settlers Elementary School	Teacher
Schultz, Linda	Degan Elementary School	Teacher
Shahzad, Erum	Marcus 9 <sup>th</sup> Grade Campus	Campus Administrator
Shurtleff, Craig	Bridlewood Elementary School	Teacher
Smith, Stephanie	Briarhill MS/Learning & Teaching	Teacher/ESL Liaison
Sneed, Kara	Lewisville Elementary School	Teacher
Spiegel, Debra	Heritage Elementary School	Teacher
Stevens, Sheila	Coyote Ridge Elementary School	Teacher
St. Laurent, Aurora	Lewisville Learning Center	Campus Administrator
Swahn, Lindsay	Camey Elementary School	Teacher
Taylor, Gregory	Huffines Middle School	Teacher

Tickner, Dave	Forestwood Middle School	Campus Administrator
Todd, Michael	The Colony HS/Lewisville LC	Campus Administrator
True, Jessica	LHS/Flower Mound 9 <sup>th</sup> Grade	Teacher/Campus Administrator
Ugolini, Toni	Arbor Creek Middle School	Teacher
Vaughan, Polly	LHS – Killough Campus	Teacher
Wagley, Jeffrey	Career Center East	Campus Administrator
Welding, Andrea	Highland Village Elementary	Teacher
Wilson, Kendra	Tom Hicks Elementary School	Teacher
Wilson, LaShondra	BB Owen ES/Degan ES	Teacher/Campus Administrator

**Appendix B**  
**LISD Campuses Involved in LEAD Pilot Implementation**

Career Center East  
Castle Hills Elementary School  
College Street Elementary School  
Degan Elementary School  
Flower Mound 9<sup>th</sup> Grade Campus  
Forestwood Middle School  
Hedrick Middle School  
Highland Village Elementary School  
Killian Middle School  
Lewisville High School – Harmon  
Liberty Elementary School  
Marcus 9<sup>th</sup> Grade Campus  
Purnell Center – TEAMS  
Rockbrook Elementary School  
Stewarts Creek Elementary School  
The Colony High School  
Vickery Elementary School



## Appendix C

LEAD documents included in Appendix C include all forms necessary to complete the annual teacher appraisal.

### **LEAD Appraisal Rubric**

A complete copy of the LEAD Rubric is provided here as well as online on the Eduphoria platform. All appraisals will be conducted electronically and filed in Eduphoria.

### **LEAD Rubric Reflective Questions**

A list of questions is provided that may be utilized for teacher and appraiser self-reflection and dialogue.

### **Classroom Observation Feedback Forms**

The Classroom Observation Feedback Forms are provided to classroom teachers by the appraiser following an observation of any length within ten school days of the instructional visit.

### **Sample Artifact List**

A Sample Artifact List is provided for teacher and appraiser review. The provided list is a sample and in no way exhaustive. Any artifacts shared should support the teacher appraisal input and be a reflection of professional practice. LEAD does not require artifact support.

# LEAD RUBRIC

## DOMAIN 1: PLANNING AND INSTRUCTION

The educator uses research based design and instructional strategies aligned to standards and district goals relevant to the content area to promote all learners' pursuit of continued academic success.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Curriculum Standards</b>		Educator <i>consistently</i> translates the use of curriculum standards into <i>real world application</i> with evidence of a valued and engaging 21st century learning environment that is <i>learner centered and empowering</i> .	Educator demonstrates <i>successful</i> use and extended knowledge of all curriculum standards in a <i>21st century learning</i> environment.	Educator demonstrates evidence of <i>increasing</i> knowledge of curriculum standards.	
<b>Lesson Objectives and Goals</b>		Educator consistently provides students a clear, concise understanding of lesson objectives and academic goals, allowing for <i>autonomy of learning</i> .	Educator provides students a <i>clear, concise understanding</i> of learning objectives and academic goals.	Educator <i>minimally</i> provides students basic understanding of learning objectives and goals.	

### AREA 1: STANDARDS

Planned instructional outcomes are clear, represent important learning in the subject, and are aligned to the standards/curriculum. Objectives are logical and sequential.



# LEAD RUBRIC

## DOMAIN 1: PLANNING AND INSTRUCTION

The educator uses research based design and instructional strategies aligned to standards and district goals relevant to the content area to promote all learners' pursuit of continued academic success.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Learning Design</b>		Educator exemplifies learning design that is relevant, flexible, challenging and well sequenced, <b>empowering</b> students to utilize higher order thinking skills with <b>real world relevance</b> .	Educator demonstrates a learning design that is relevant, flexible, challenging and sequenced, <b>requiring students to utilize higher order thinking skills</b> .	Educator demonstrates <b>minimal evidence</b> of learning design. Relevance, challenge, and/or sequence may be lacking, causing <b>students to struggle in making connections</b> .	
<b>Technology Integration</b>		Educator <b>effectively</b> integrates technology tools to <b>enhance learning goals</b> and student engagement.	Educator <b>successfully</b> integrates technology tools to enhance student engagement.	Educator <b>occasionally</b> uses technology tools.	
<b>Assessment</b>		Educator <b>designs and leads others</b> in developing a <b>variety of assessments</b> aligned with state standards and district curriculum, to teach learners <b>how to monitor</b> and reflect on their own academic progress in <b>complex ways</b> to guide further learning.	Educator <b>demonstrates</b> measurement of student learning, aligned with state standards and district curriculum, enabling students to provide clear evidence of <b>complex knowledge</b> and understanding in more than one way.	Educator <b>exhibits</b> evidence of measured student learning and/or state and district curriculum aligned assessments <b>with/without</b> evidence of student understanding of academic progress.	

**AREA 2: LEARNING DESIGN AND ASSESSMENT**

The learning design includes relevant and challenging instruction that is well sequenced and requires all students to utilize higher order thinking skills with real world relevance. Measures of student learning align with state standards and district curriculum, enabling students to provide evidence of complex knowledge and understanding in multiple ways.



# LEAD RUBRIC

## DOMAIN 1: PLANNING AND INSTRUCTION

The educator uses research based design and instructional strategies aligned to standards and district goals relevant to the content area to promote all learners' pursuit of continued academic success.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Instructional Strategies</b>		Educator <b>excels</b> in modeling instructional strategies that <b>empower</b> student risk-taking, creativity, innovation, and critical thinking, which leads to mastery of learning standards.	Educator <b>demonstrates</b> knowledge in content and instructional strategies to execute lessons aligned with learning standards.	Educator <b>exhibits</b> evidence of content knowledge and instructional strategies aligned with learning standards.	
<b>Monitor Student Needs</b>		Educator <b>cultivates and creates</b> personalized strategies for monitoring and challenging individual learning tailored to addressing <b>unique learning needs</b> and student independence.	Educator <b>demonstrates, designs, and utilizes</b> varied strategies and assessments to monitor the quality of student learning, participation and performance.	Educator <b>exhibits occasional use</b> of varied strategies and assessments and/or insufficient monitoring of quality of learning, participation and performance.	
<b>Design for Student Needs</b>		Educator consistently <b>plans, adapts and enhances</b> instruction with challenging, engaging activities at higher levels of critical thinking to address changing needs of students. Student <b>misunderstandings are anticipated and planned for.</b>	Educator <b>successfully adapts, scaffolds, and enhances</b> instruction to the changing needs of students, while maintaining the necessary activities for growth and development.	Educator <b>makes minimal adjustments</b> to instruction in order to accommodate the changing needs of students.	

**AREA 3: INSTRUCTIONAL STRATEGIES AND DIFFERENTIATION**

Effective educators integrate knowledge in content and pedagogical expertise to execute lessons aligned with state standards and district curriculum. Educators design and utilize varied strategies to meet the changing needs of individual learners.



# LEAD RUBRIC

## DOMAIN 2: LEARNING ENVIRONMENT

The educator provides all learners with a safe, nurturing, flexible, and inclusive environment that is conducive to learning and encourages respect for all.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Classroom Expectations</b>		Educator consistently works with students to establish clear classroom expectations, procedures, and routines that <b>promote student leadership and responsibility</b> .	Educator establishes clear classroom expectations, procedures, and routines and enforces them <b>consistently and appropriately</b> .	Educator expectations, procedures, and routines are present, but <b>inconsistently enforced</b> .	
<b>Classroom Behaviors</b>		Educator <b>consistently</b> manages classroom behavior through appropriate responses, redirects undesired behaviors, and provides positive reinforcement of desired behaviors that leads to student self-management.	Educator <b>manages</b> classroom behavior through appropriate responses, <b>redirects</b> undesired behaviors, and provides <b>positive reinforcement</b> of desired behaviors.	Educator <b>generally monitors and manages</b> classroom behavior with some <b>lapses in redirection and reinforcement</b> that do not cause significant learning disruptions for students.	
<b>Instructional Resources</b>		Educator <b>maximizes</b> instructional time by arranging classroom materials and resources to facilitate whole group, small group, and individual activities.	Educator provides classroom materials and resources to <b>facilitate</b> whole group, small group, and individual activities with <b>minimal loss</b> of instructional time.	Educator <b>inconsistently</b> provides classroom materials during whole group, small group, and individual activities, resulting in <b>occasional gaps</b> in instructional time.	

### AREA 1: CLASSROOM MANAGEMENT

The educator coordinates resources to ensure appropriate behaviors and learning occurs.



# LEAD RUBRIC

## DOMAIN 2: LEARNING ENVIRONMENT

The educator provides all learners with a safe, nurturing, flexible, and inclusive environment that is conducive to learning and encourages respect for all.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Safe Learning Environment</b>		Educator <b>creates</b> a safe environment that <b>affirms</b> student contributions, <b>protects</b> students from adverse responses to initial failures, and <b>supports risk taking</b> .	Educator <b>provides</b> a safe environment for student responses, contributions, and <b>some risk taking</b> .	Educator <b>manages</b> a safe environment for student responses and contributions.	
<b>Academic and Cultural Diversity</b>		Educator <b>affirms</b> academic and cultural diversity by providing a <b>variety</b> of instructional materials with <b>notable differentiated</b> instruction.	Educator acknowledges academic and cultural diversity through instructional materials with <b>appropriate differentiation</b> .	Educator <b>rarely</b> acknowledges academic and cultural diversity through <b>occasionally differentiated</b> instructional materials.	
<b>Student Engagement and Collaboration</b>		Educator <b>fosters</b> a climate of trust, respect, and teamwork that <b>promotes</b> student engagement and <b>self-directed</b> learning through collaboration, choice, and intellectual risk taking.	Educator <b>guides</b> instruction while <b>encouraging</b> student engagement through collaboration, choice and intellectual risk taking.	Educator <b>leads</b> instruction with <b>few</b> opportunities for collaboration, choice and/or intellectual risk taking.	
<b>Recognition of Success and Learning</b>		Educator <b>fosters</b> an environment that <b>celebrates</b> success and <b>shows</b> evidence of student learning.	Educator maintains a functional environment with <b>occasional recognition</b> of student success and learning.	Educator maintains a functional environment with <b>rare recognition</b> of student success and learning.	

### AREA 2: CLASSROOM CULTURE

The educator creates a student-centered learning environment that promotes mutual respect and supports risk taking.



# LEAD RUBRIC

## DOMAIN 3: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>School and District Projects</b>		Educator <i>leads</i> and participates in school and/or district projects as a <i>change agent</i> to enhance student learning/growth and to inspire trust with understanding and commitment.	Educator <i>participates</i> in school and/or district projects to <i>enhance</i> student learning/growth and to inspire trust with understanding and commitment.	Educator has <i>limited</i> participation in school events and/or district projects.	
<b>Community Relationships</b>		Educator <i>collaborates</i> in activities/projects with communities, inside and/or outside the school, to enhance student learning/growth and to <i>inspire</i> trust with understanding and commitment. learning.	Educator <i>participates</i> in active, favorable relationships with the community, inside and/or outside of school to enhance student learning/growth.	Educator <i>maintains</i> relationships with the community are cordial, yet <i>limited</i> as they relate to student learning/growth.	

**AREA 1:** SCHOOL AND COMMUNITY INVOLVEMENT

The educator supports school and community.



# LEAD RUBRIC

## DOMAIN 3: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>School and District Mission</b>		Educator <i>models</i> commitment to professional standards and school/district mission, while <i>assisting others</i> to do the same.	Educator <i>demonstrates</i> a commitment to professional standards and the school's mission.	Educator demonstrates <i>limited</i> commitment toward professional standards and the school's mission, yet any lapse in commitment does not hinder students.	
<b>Records and Materials</b>		Educator manages educational records and instructional materials in an <i>effective</i> and confidential manner, while <i>assisting others</i> to do the same.	Educator <i>manages</i> educational records and instructional materials while maintaining confidentiality.	Educator <i>occasionally</i> manages educational records and instructional materials while maintaining confidentiality.	
<b>Adapting to Change</b>		Educator <i>models</i> flexibility and helps <i>support</i> colleagues when school changes arise.	Educator <i>demonstrates</i> flexibility in all areas when school changes arise.	Educator <i>occasionally</i> demonstrates flexibility when school changes arise.	

**AREA 2: PROFESSIONALISM**

The educator meets expectations for campus, district, and state professional standards including Texas Code of Ethics.





# LEAD RUBRIC

## DOMAIN 3: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Professional Development</b>		Educator <i>continuously</i> investigates and actively participates in professional development to address targeted growth areas while incorporating his/her learning for increased <i>rigorous and engaging</i> student learning.	Educator <i>investigates</i> and actively participates in professional development for targeted growth areas while <i>incorporating</i> his/her learning into lessons and activities.	Educator <i>participates</i> in professional development <i>upon the suggestion of others</i> or to complete district/campus requirements	
<b>Professional Growth</b>		Educator <i>continually</i> engages in high levels of professional growth and application of skills while <i>supporting the growth</i> of colleagues.	Educator <i>participates</i> in professional growth opportunities and demonstrates appropriate changes in practice.	Educator <i>occasionally</i> takes advantage of professional growth opportunities.	
<b>Professional Standards</b>		Educator <i>exceeds all</i> professional standards and expectations including, but not limited to, attendance, appearance, and behaviors with all stakeholders.	Educator <i>meets all</i> professional standards and expectations including, but not limited to, attendance, appearance, and behaviors with all stakeholders.	Educator <i>meets most</i> professional standards and expectations including, but not limited to, attendance, appearance, and behaviors with all stakeholders.	

**AREA 2: PROFESSIONALISM**

The educator meets expectations for campus, district, and state professional standards including Texas Code of Ethics.



# LEAD RUBRIC

## DOMAIN 3: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Goal Setting and Self Reflection</b>		Educator <i>continuously</i> engages in goal setting and self-reflection to identify and evaluate personal strengths and weaknesses. He/she creates an action plan for improvement with a collaborative team that is <i>immediately</i> implemented to ensure student success at the highest level.	Educator <i>participates</i> in goal setting and self-reflection to identify and evaluate personal strengths and weaknesses. He/she creates an action plan for improvement with a collaborative team.	Educator <i>occasionally</i> identifies personal strengths and weaknesses with a collaborative team and creates plans for self-improvement.	
<b>Collaboration with Colleagues</b>		Educator <i>pursues and facilitates</i> collaboration to exchange strategies and improve weaknesses with colleagues.	Educator <i>actively</i> participates and promotes the exchange of strategies in collaboration with colleagues.	Educator <i>occasionally</i> participates in collaboration with colleagues.	
<b>Collaboration with Community</b>		Educator <i>pursues and facilitates</i> collaboration and communication with the community inside and/or outside the school to attain the campus and district mission.	Educator <i>actively</i> collaborates and communicates with the community inside and/or outside the school to support the campus vision.	Educator <i>occasionally</i> collaborates and communicates with the community inside and/or outside the school.	

**AREA 3: COLLABORATION**

The educator collaborates effectively with all stakeholders.



# LEAD RUBRIC

## DOMAIN 3: PROFESSIONAL PRACTICE AND RESPONSIBILITIES

The educator upholds professional standards by demonstrating school and community involvement, professional ethics, collaboration and communication.

	INNOVATIVE	ACCOMPLISHED	SKILLED	DEVELOPING	IMPROVEMENT NEEDED
<b>Communication with Colleagues</b>		Educator <i>consistently</i> communicates with colleagues to promote and support student success in a positive manner.	Educator <i>regularly</i> communicates with colleagues to promote and support student success in a positive manner.	Educator <i>occasionally</i> communicates with colleagues to promote and support student success while typically positive.	
<b>Interaction with Students and Families</b>		Educator <i>consistently</i> interacts with parents/guardians and students using various media to share instructional goals, expectations, and student progress to promote and support student success.	Educator <i>regularly</i> interacts with parents/guardians and students to share instructional goals, expectations, and student progress to support student success.	Educator <i>occasionally</i> interacts with parents/guardians and students to share instructional goals, expectations, and student progress.	
<b>Positive Relationships</b>		Educator builds positive relationships and creates a climate of accessibility for <i>parents, students, and the community.</i>	Educator builds positive relationships and creates a climate of accessibility for <i>parents and students.</i>	Educator builds positive relationships and creates a climate of accessibility for <i>students.</i>	

### AREA 4: COMMUNICATION

The educator effectively communicates with all stakeholders.



## LEAD Instrument Questions for Reflection

### Domain 1: Planning & Instruction

This domain focuses on:

- Standards
- Learning Design and Assessment
- Instructional Strategies and Differentiation

Questions to consider:

- How do you decide on the standards/objectives you will teach?
- Why is it important to display the standard/objective for a lesson and how do you use the objective to guide student learning?
- How do you decide on the structure and pacing of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?
- Which assessment data do you use to inform planning for a lesson?
- What data is used during the learning process to identify learning needs and progress?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How do you provide opportunities for students to reflect during the lesson?

### Domain 2: Learning Environment

This domain focuses on:

- Classroom Management
- Classroom Culture

Questions to consider:

- How do classroom routines and procedures ensure a safe environment for optimal learning?
- In what ways are students involved in establishing classroom expectations for the learning environment?
- How are expectations consistently modeled, communicated, monitored, and reinforced?
- How do you incorporate cultural proficiency in your work with students?
- In what ways do you recognize student progress and celebrate group and individual success?

### Domain 3: Professional Practice & Responsibilities

This domain focuses on:

- School and Community Involvement
- Professionalism
- Collaboration
- Communication

Questions to consider:

- How do you model exemplary practices and performance as an educator?
- How are self-reflection and goals used to refine practice and impact student learning?
- What involvement do you have in school and district projects/initiatives?
- In what ways do you incorporate community members into student learning?
- How well do you react to and manage change across the campus and community?
- Who do you collaborate with and what are the outcomes of that collaboration?
- How do you build positive relationships within the school community?

# LEAD Observation/Feedback Form

School: \_\_\_\_\_  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Program and Level: \_\_\_\_\_  
Grouping Format: \_\_\_\_\_  
Number in Group: \_\_\_\_\_  
Group Performance Level: \_\_\_\_\_

*In the box next to each General Feature indicate +, -, or NA.  
Check the circle next to each observed area.*

**Instructor models instructional tasks when appropriate.**

- Demonstrates the task (e.g., uses think alouds)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

**Instructor provides explicit instruction.**

- Sets the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

**Instructor engages students in meaningful interactions with language during lesson.**

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts
- Elaborates on student responses

**Instructor provides multiple opportunities for students to practice instructional tasks.**

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses when feasible
- Provides extra practice based on accuracy of student responses

Instructor: \_\_\_\_\_

**Instructor provides corrective feedback after initial student responses.**

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all students before moving on

**Instructor encourages student effort.**

- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy and/or effort
- Majority of feedback is positive
- Celebrates or displays examples of student success in reading

**Students are engaged in the lesson during teacher-led instruction.**

- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

**Students are engaged in the lesson during independent work.**

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

**Students are successful completing activities at a high criterion level of performance.**

- Elicits a high percentage of accurate responses from group
- Elicits a high percentage of accurate responses from individuals
- Holds same standard of accuracy for high performers and low performers

Focus:

Comments:

## LEAD Observation/Feedback Form

Educator	
Date	
Start Time: End Time:	
Content and Level	
Grouping Format (individual, pair, small group, whole)	
Number in Group:	
Specific Programing (SPED, Gen Ed, Pre AP, AP, GT)	

### Domain: Planning and Instruction

<p><b>Area 1: Standards:</b> Planned instructional outcomes are clear, represent important learning in the subject, and are aligned to the standards/curriculum. Objectives are logical and sequential</p> <p><b>Area 2: Learning Design and Assessment:</b> The learning design includes relevant and challenging instruction that is well sequences and requires all students to utilize higher order thinking skills with real world relevance. Measure of student learning align with state standards and district curriculum, enabling students to provide evidence of complex knowledge and understanding in multiple ways.</p> <p><b>Area 3: Instructional Strategies and Differentiation:</b> Effective educators integrate knowledge in content and pedagogical expertise to execute lessons aligned with state standards and district curriculum. Educators design and utilize varied strategies to meet the changing needs of individual learners.</p>
<p><b>Notes:</b></p>

### Domain: Learning Environment

<p><b>Area 1: Classroom Management:</b> The educator coordinates resources to ensure appropriate behaviors and learning occurs.</p> <p><b>Area 2: Classroom Culture:</b> The educator creates a student-centered learning environment that promotes mutual respect.</p>
<p><b>Notes:</b></p>

**Other Notes:**

**LEAD Observation/Feedback Form**

Educator	
Date	
Start Time: End Time:	
Content and Level	
Grouping Format (individual, pair, small group, whole)	
Number in Group:	
Specific Programing (SPED, Gen Ed, Pre AP, AP, GT)	
Specific Area of Focus/Teacher Goal (if applicable)	

**Observations and Comments:**



**LEAD Artifact Ideas (not all-inclusive)**

<p><b>Planning and Instruction</b></p>	<p><b>Learning Environment</b></p>	<p><b>Professional Practice and Responsibilities</b></p>
<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• PLC meeting agendas/notes</li> <li>• Examples of assessments – formative and summative</li> <li>• Lesson design/plans</li> <li>• Posted learning and language objectives</li> <li>• Teacher designed rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs/diagrams indicating classroom layout, material/supply access, and seating arrangements</li> <li>• Student designed classroom rules</li> <li>• Clear rules/expectations posted and demonstrated</li> <li>• Written affirmations/communications with students</li> <li>• Lesson plans with evidence of flexibility</li> <li>• Reward system (if applicable)</li> <li>• Student conference and/or student goal setting documents</li> <li>• Photos, blogs, tweets, videos</li> <li>• Student-to-student written communication samples</li> <li>• Posted student work with comments and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures and/or fliers from family events designed and planned</li> <li>• Presentation agenda from district or campus meeting</li> <li>• Reflections from committees participated in and/or led</li> <li>• Certificates of completion of courses taken with evidence of impact</li> <li>• Agendas and reflections of PLC participation and outcomes</li> <li>• Evidence of outcomes of student and parent meetings</li> <li>• Sample communications to/from parents, community members, colleagues, and students</li> <li>• Communication logs</li> <li>• Design of professional learning sessions led/facilitated</li> <li>• Class website/Facebook Page, tweets, blogs</li> <li>• Professional organization involvement/leadership evidence</li> </ul>





### Summary of Data and Preliminary Judgments on Planning & Instruction (#1)

In the space below, summarize the data from the Focused Observation Instrument #1 and make judgments about the quality of instructional strategies.

	#	%
How many students were observed in the classroom?		N/A
How many students participated?		
How many students did not participate?		
How many students were successful?		
How many students were unsuccessful?		

What was the learning objective?

What instructional activities, strategies, and materials/resources were used in teaching this lesson?

**Based on the data, check YES if the statement describes what you saw/heard. Check NO if the statement does not describe what you saw/heard. If you have no data or insufficient data, do not circle anything. In making judgments, rely on the preponderance of the data/evidence.**

	YES	NO
Most students demonstrated mastery of the objective.		
Engaged all students in relevant, meaningful learning.		
Addressed student mistakes and followed through to ensure student mastery.		
Led a mutually respectful and collaborative class of actively engaged learners.		
Recognized when students became confused or disengaged and responded to student learning or socio/emotional needs.		
Established classroom practices that provided opportunities for most students to communicate effectively with the teacher and their peers.		
Used probes to clarify, elaborate thinking.		
Asked remember, understand and apply level questions that focus on the learning objective and provoke discussion.		
Students worked respectfully individually and in groups.		
Anticipated possible student misunderstands.		
Interacted with students in respectful ways at all times.		
Insured high levels of learning and achievement for all students.		
Lesson was flexible and encouraged higher-order thinking, persistence, and achievement.		
Asked questions that encouraged all students to engage in complex, higher-order thinking.		
All learning goals were aligned to state and district content standards.		
All activities, resources, technology and instructional materials were aligned to learning objectives.		
All activities were sequenced and relevant to students.		
The lesson integrated learning objectives with other disciplines.		
Lesson accurately reflected how the lesson fits within the structure of the discipline and state/local standards.		



## Instructional Strategies Used to Monitor, Provide Feedback, and Differentiate/Reteach

Check any techniques that the teacher used. Checking the technique does not necessarily mean that the technique was used effectively – it simply means that the technique was used. Make any specific notes that will help you remember what the teacher did/failed to do.

<p><b>Monitoring</b></p> <p><input type="checkbox"/> Verbally monitored/assessed <i>individual students</i> (random questioning, interacting during group/seat work)</p> <p><input type="checkbox"/> Physically monitored <i>individual students</i> (walking around, examining work)</p> <p><input type="checkbox"/> Verbally monitoring/assessing groups (choral response, signal response)</p> <p><input type="checkbox"/> Physically monitored <i>groups</i> of students</p> <p><input type="checkbox"/> Used formative assessments (paper/pencil, performances, demonstrations)</p> <p><b>Feedback</b></p> <p><input type="checkbox"/> Used positive reinforcement of successful responses/performances (verbal and/or non-verbal)</p> <p><input type="checkbox"/> Prompted/assisted students who are unsuccessful</p> <p><input type="checkbox"/> Probed to clarify, elaborate thinking</p> <p><input type="checkbox"/> Clarified/extended learning in response to monitoring/assessment</p> <p><b>Differentiation/Corrective Teaching/Re-teaching</b></p> <p><input type="checkbox"/> Adjusted instruction and activities to maintain student engagement</p> <p><input type="checkbox"/> Adjusted instruction/clarified in response to monitoring/assessing</p> <p><input type="checkbox"/> Recognized when students become confused or disengaged and responded to student learning or social/emotional needs</p> <p><input type="checkbox"/> Provided differentiated instructional methods and content to ensure students had the opportunity to master what is being taught</p> <p><input type="checkbox"/> Adapted lessons to address individual needs of all, especially when they are not being successful</p> <p><input type="checkbox"/> Utilized instructional adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.</p> <p><input type="checkbox"/> Invited input from students in order to monitor and adjust instruction</p> <p><input type="checkbox"/> Re-taught the lesson (some or all students)</p>	<p style="text-align: center;"><b>Notes on Teacher/Student Behavior (impact on students)</b></p>
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## Summary of Data and Preliminary Judgments on Planning & Instruction (#2)

In the space below, summarize the data from the Focused Observation Instrument #2 and make judgments about the quality of instructional strategies.

	#	%
How many students were observed in the classroom?		N/A
How many students participated?		
How many students did not participate?		
How many students were successful?		
How many students were unsuccessful?		

What was the learning objective?

What instructional activities, strategies, and materials/resources were used in teaching this lesson?

**Based on the data, check YES if the statement describes what you saw/heard. Check NO if the statement does not describe what you saw/heard. If you have no data or insufficient data, do not circle anything. In making judgments, rely on the preponderance of the data/evidence.**

	YES	NO
Used formal and informal assessments to monitor progress of all students.		
Provided substantive, specific and timely feedback to students while maintaining confidentiality.		
Used probes to clarify, elaborate thinking.		
Monitored student behavior and responses for engagement and understanding.		
Addressed student mistakes and responded with an array of techniques to clarify concepts.		
Used positive reinforcement of successful responses/performances (verbal and/or nonverbal).		
Recognized when students became confused or disengaged and responded to student learning needs.		
Interacted with students in respectful ways at all times.		
Adjusted instruction to address strengths and gaps in background knowledge, life experiences and skills of all students.		
Adjusted instruction and activities to maintain student engagement.		
Implemented activities, resources, technology and instructional materials that were aligned to instructional purposes/objective.		
Persisted with the lesson until there was evidence that most students demonstrate mastery of the objective.		
Provided opportunities for students to use different types of thinking.		
Provided differentiated instructional methods and content to ensure students had the opportunity to master what was being taught.		





## Evidence of Effective Practices for Classroom Environment, Routines and Procedures, Culture

Check any techniques that the teacher used to promote effective practices for supporting a positive classroom environment. Checking the technique does not necessarily mean that the technique was used effectively – it simply means that the technique was used. Make any specific notes that will help you remember what the teacher did/failed to do.

<input type="checkbox"/> 1. Implemented clear and efficient routines, procedures and expectations.
<input type="checkbox"/> 2. Created safe and accessible classroom.
<input type="checkbox"/> 3. Implemented campus/classroom positive behavior system.
<input type="checkbox"/> 4. Most students met expected classroom behavior standards.
<input type="checkbox"/> 5. Successfully and respectfully intervenes to stop/redirect off-task/inappropriate behavior.
<input type="checkbox"/> 6. Teacher uses high interest activities/questions/materials to maintain student engagement.
<input type="checkbox"/> 7. Used best practices instructional strategies so that most students engaged in relevant, meaningful learning.
<input type="checkbox"/> 8. Students worked respectfully in groups, individually.
<input type="checkbox"/> 9. Procedures were in place for students to manage supplies and equipment with very limited direction from teacher.
<input type="checkbox"/> 10. A variety of materials were organized and managed in ways that consume very little instructional time.
<input type="checkbox"/> 11. Instructional time is focused on learning.
<input type="checkbox"/> 12. Student differences are acknowledged through materials and interactions.
<input type="checkbox"/> 13. Student success is recognized.
<input type="checkbox"/> 14. Other (specify):
<input type="checkbox"/> 15. Other (specify):

### Additional Notes

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### Summary of Data and Preliminary Judgments on Learning Environment (#3)

#### Summary of Student Behavior

	#	Describe
How many students were observed in the classroom?		N/A
How many students were off-task/disengaged from the learning?		
How many students behaved inappropriately/disruptively?		

What was the learning objective?

What instructional activities, strategies, and materials/resources were used in teaching this lesson?

**Based on the data, check YES if the statement describes what you saw/heard. Check NO if the statement does not describe what you saw/heard. If you have no data or insufficient data, do not circle anything. In making judgments, rely on the preponderance of the data/evidence.**

	YES	NO
All procedures, routines and transactions were clear and efficient.		
Students actively participated in groups, managed supplies and equipment with very limited teacher direction.		
The classroom was safe and organized to support learning objectives and was accessible to most students.		
The teacher established, communicated and maintained clear expectations for student behavior.		
Consistently implemented the campus and/or classroom behavior system efficiently.		
Most students met expected classroom behavior standards/expectations.		
Teacher successfully stopped/redirectioned off-task, inappropriate/disruptive behavior.		
Teacher led a mutually respectful and collaborative class of actively engaged learners.		
Engaged all students in relevant, meaningful learning.		
Students worked respectfully individually/in groups.		
Teacher interacted with students in respectful ways at all times.		
Other conclusions/judgments:		
Other conclusions/judgments:		

**LISD Focus on Required Improvement Plan**

<b>Educator Name:</b>	<b>Administrator Name:</b>
<b>Assignment/Grade:</b>	<b>Campus:</b>
<b>Period of Required Improvement begins:</b>	<b>Period of Required Improvement ends:</b>

<b>Areas of Concern/Required Improvement:</b>	<b>Associated LEAD Domains/Areas:</b>
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<b>Professional Learning Activities:</b>	<b>Dates of Completion/Evidence of Completion:</b>
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<b>Directives for change in educator practice:</b>
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<b>Evidence that will be used to document change in educator practice:</b>
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**My appraiser and I have discussed this plan for required improvement. My signature does not indicate whether I agree or disagree with this plan.**

<b>Educator Signature</b>	<b>Date</b>	<b>Administrator Signature</b>	<b>Date</b>
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