

## Lead Educator Appraisal and Development System (LEADS)

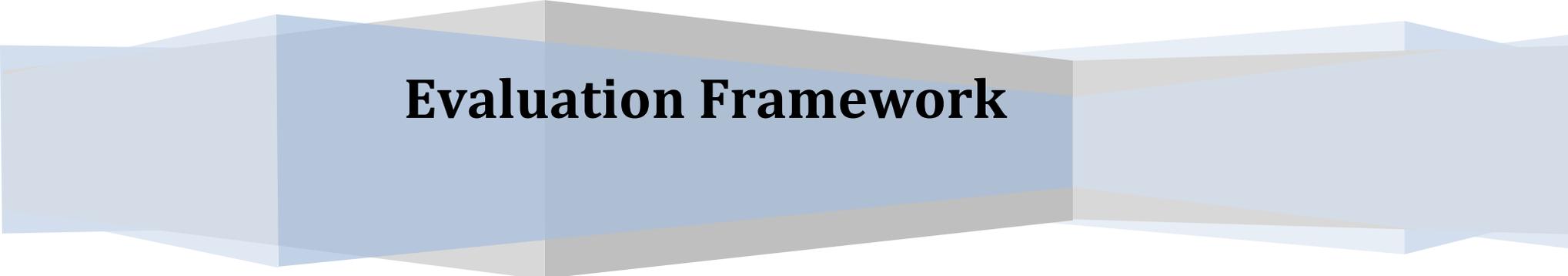
### The Purpose of LEADS:

The purpose of the CCISD Lead Educator Appraisal and Development System (LEADS) is to offer teacher leaders, who have consistently met or exceeded the standards of the T-TESS, an opportunity to be evaluated at a higher level. The district offers LEADS so teachers can work collaboratively with administrators to identify and set meaningful professional and instructional goals. This will serve as a common focus for the continuous improvement of student achievement, best practices, and implementation of curricular content. Teacher self-reflection, on-going feedback, and personal goal-setting through collaboration are the cornerstones of this instrument.

### Guidelines for Implementation of LEADS:

- **Eligibility**
  - Teachers must be recommended for a term contract to be considered for LEADS
  - Must achieve a Proficient rating in a minimum 9 of the 16 T-TESS dimensions with the remaining dimensions rated as Accomplished and/or Distinguished to be considered for LEADS
  - Principal recommendation
- **Transition to T-TESS**
  - Failure to meet any standard will require teachers to transition back to T-TESS.
  - Assignment change and/or campus transfer may warrant a teacher's return to T-TESS at Principal's discretion
  - A teacher may voluntarily transition to T-TESS at the completion of an evaluation period or school year.
  - The principal reserves the right to transition a teacher to T-TESS at any time if circumstances indicate the need for a formal appraisal
- **Evaluation Requirements**
  - A minimum of one 15 minute annual observation using CCISD Walkthrough Form
  - Teacher Self Report I (GAP Analysis)
  - Teacher Self Report II
  - Annual conference to include review of student performance, professional development plan, and goal setting for the upcoming year
- **Orientation/Training**
  - Campus-based training at start of year (August) for all staff with HR Support
  - Teacher Manual for LEADS provided

# **Lead Educator Appraisal and Development System (LEADS)**



**Evaluation Framework**

## **LEADS Performance Standards**

### **Domain I: Instruction**

#### **Critical Standards:**

- a. The teacher implements and aligns instruction to the district/campus initiatives.
- b. The teacher establishes and maintains a classroom environment that includes procedures for discipline management and promotes highly-successful, actively-engaged students resulting in improved academic performance.
- c. The teacher utilizes student performance data/assessments and district curriculum to drive instruction, intervention, and enrichment to meet individual student needs.
- d. The teacher fosters an environment for students to become active, creative thinkers and self-directed problem solvers to enable them to become leaders of tomorrow.
- e. The teacher provides evidence of self-reflection concerning instructional improvement and growth.

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### **Domain II: Professional Development**

#### **Critical Standards:**

- a. The teacher attends professional development activities above and beyond the campus/district required staff development. The professional development must be aligned with the state and district curriculum relative to the teacher's assignment.
- b. The teacher's professional development goals are to support student improvement.
- c. The teacher seeks out appropriate opportunities for professional development and systematically applies new knowledge in his/her classroom.
- d. The teacher initiates activities to contribute to the profession, such as mentoring new teachers and/or making presentations.
- e. The teacher demonstrates through conversations and/or actions self-reflection that leads to meaningful and effective professional development.

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### **Domain III: Interpersonal & Professional Conduct**

#### **Critical Standards:**

- a. The teacher maintains a positive, effective, professional and ethical relationship with parents, staff, students, and the community.
- b. The teacher interacts effectively and collaboratively with colleagues and supervisors to contribute positively to a professional learning community.
- c. The teacher follows district, campus, state and TEA administrative policies, procedures, requirements and directives.
- d. The teacher maintains professional communication and feedback with parents, students, and colleagues in a timely manner.
- e. The teacher provides evidence of self-reflection that leads to positive contributions to the campus climate.

## LEADS Performance Standards & Evaluation Methods

	Evaluation Method
<b>Domain 1: Instruction</b>	
a. The teacher implements and aligns instruction to the district/campus initiatives.	<b>Observations &amp; Cumulative Data</b>
b. The teacher establishes and maintains a classroom environment that includes procedures for discipline management and promotes highly-successful, actively-engaged students resulting in improved academic performance.	<b>Observations &amp; Cumulative Data</b>
c. The teacher utilizes student performance data/assessments and district curriculum to drive instruction, intervention, and enrichment to meet individual student needs.	<b>Observations &amp; Self-Reports</b>
d. The teacher fosters an environment for students to become active, creative thinkers and self-directed problem solvers to enable them to become leaders of tomorrow.	<b>Observations &amp; Self-Report I</b>
e. The teacher provides evidence of self-reflection concerning instructional improvement and growth.	<b>Self-Reports</b>
<b>Domain 2: Professional Development</b>	
a. The teacher participates in professional development activities above and beyond the campus/district required staff development. The professional development must be aligned with the state and district curriculum relative to the teacher's assignment.	<b>Self-Reports</b>
b. The teacher's professional development goals are to support student improvement.	<b>Self-Reports</b>
c. The teacher seeks out appropriate opportunities for professional development and systematically applies new knowledge in his/her classroom.	<b>Observations &amp; Self-Reports</b>
d. The teacher initiates activities to contribute to the profession, such as mentoring new teachers and/or making presentations.	<b>Observations &amp; Self-Reports</b>
e. The teacher demonstrates through conversation and/or actions self-reflection that leads to meaningful and effective professional development.	<b>Self-Reports</b>
<b>Domain 3: Interpersonal &amp; Professional Conduct</b>	
a. The teacher maintains a positive, effective, professional and ethical relationship with parents, staff, students, and community.	<b>Observations</b>
b. The teacher interacts effectively and collaboratively with colleagues and supervisors to contribute positively to a professional learning community.	<b>Observations</b>
c. The teacher follows district, campus, state and TEA administrative policies, procedures, requirements and directives.	<b>Observations</b>
d. The teacher maintains timely and professional communication including feedback with parents, students and colleagues.	<b>Observations</b>
e. The teacher provides evidence of self-reflection that leads to positive contributions to the campus climate.	<b>Self-Reports</b>

# LEADS Teacher Self Report I:

[GAP Analysis]

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Campus: \_\_\_\_\_

## Needs Assessment & GAP Analysis

What is the GAP between where I am and where I want to be?

### Gather Data

What are my insights from analyzing my student achievement data (informal/formal)

### Plan for Differences

What methods of differentiation will I incorporate to address the achievement gaps?

## Goals for Increased Performance

What goals will guide my instructional decisions and improvement efforts?

- 1.
- 2.
- 3.
- 4.

## Areas to Refine

What practices, if improved, will best help me reach my goals?

**LEADS Teacher Self Report II:**  
**[Contributions to the Improvement of Academic Performance of All Students on Campus]**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Campus: \_\_\_\_\_

**Using your GAP Analysis (TSR I), individually and carefully reflect upon each of the following:**

**1. Describe a specific instructional adjustment (e.g. materials, sequencing, etc.) which you have made based on the needs assessment of your students. (Standards Measured: 1c,1e)**

**2. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills based on TEKS/TAKS objectives. (Standards Measured: 1c,1e)**

**3. Describe how you assisted your students who were experiencing serious attendance problems. (Standards Measured: 1c,1e)**

**4. Describe your approach in working with students who were failing or in danger of failing. (Standards Measured: 1c,1e)**

**5. List or describe in the space provided below your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: in service, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities. (Standards Measured: 2a, 2b, 2c, 2d)**

**6. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning of students? (Standards Measured: 2c, 2e)**

**7. Be describe three target areas for continued professional growth. (Standard Measured: 2e)**

## LEADS End-of Year Summative Report

Appraisal Year: \_\_\_\_\_ - \_\_\_\_\_

Name: \_\_\_\_\_

Employee

ID: \_\_\_\_\_

Assignment: \_\_\_\_\_

Campus: \_\_\_\_\_

Walkthrough Date(s): \_\_\_\_\_

	Standard Met	Standard Not Met
<b>Domain 1: Instruction</b>		
a. The teacher implements and aligns instruction to the district/campus initiatives.	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher establishes and maintains a classroom environment that includes procedures for discipline management and promotes highly-successful, actively-engaged students resulting in improved academic performance.	<input type="checkbox"/>	<input type="checkbox"/>
c. The teacher utilizes student performance data/assessments and district curriculum to drive instruction, intervention, and enrichment to meet individual student needs.	<input type="checkbox"/>	<input type="checkbox"/>
d. The teacher fosters an environment for students to become active, creative thinkers and self-directed problem solvers to enable them to become leaders of tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
e. The teacher provides evidence of self-reflection concerning instructional improvement and growth.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> (Required if standard not met.)		
	Standard Met	Standard Not Met
<b>Domain 2: Professional Development</b>		
a. The teacher attends professional development activities above and beyond the campus/district required staff development. The professional development must be aligned with the state and district curriculum relative to the teacher's assignment.	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher's professional development goals are to support student improvement.	<input type="checkbox"/>	<input type="checkbox"/>
c. The teacher seeks out appropriate opportunities for professional development and systematically applies new knowledge in his/her classroom.	<input type="checkbox"/>	<input type="checkbox"/>
d. The teacher initiates activities to contribute to the profession, such as mentoring new teachers and/or making presentations.	<input type="checkbox"/>	<input type="checkbox"/>
e. The teacher demonstrates through conversations and/or action self-reflection that leads to meaningful and effective professional development.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> (Required if standard not met.)		

	Standard Met	Standard Not Met
<b>Domain 3: Interpersonal &amp; Professional Conduct</b>		
a. The teacher maintains a positive, effective, professional and ethical relationship with parents, staff, students, and community.	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher interacts effectively and collaboratively with colleagues and supervisors to contribute positively to a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>
c. The teacher follows district, campus, state and TEA administrative policies, procedures, requirements and directives.	<input type="checkbox"/>	<input type="checkbox"/>
d. The teacher maintains professional communication and feedback, with parents, students and colleagues in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>
e. The teacher provides evidence of self-reflection that leads to positive contributions to the campus climate.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b> (Required if standard not met.)		
<b>Summative Conference:</b> Discuss how you have positively contributed to the campus climate. (Standard Measured: 3e)		

Recommendation for the Next School Year: (check one)

- Continue on Lead Educator Appraisal and Development System (LEADS)
- Transition to Texas Teacher Evaluation and Support System (T-TESS)

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appraiser Signature

\_\_\_\_\_  
Date