

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____
 Beginning Time: _____
PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM Ending Time: _____
2004 REVISION
 Observation Summary
 Summative Annual Appraisal

Domain I: Active, Successful Student Participation in the Learning Process

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Engaged in learning	1.____	1.____	1.____	1.____
2. Successful in learning	2.____	2.____	2.____	2.____
3. Critical thinking/ problem solving	3.____	3.____	3.____	3.____
4. Self-directed	4.____	4.____	4.____	4.____
5. Connects learning	5.____	5.____	5.____	5.____
SUBTOTAL				TOTAL

Total: 20 to 25 Exceeds Expectations
 12 to 19 Proficient
 4 to 11 Below Expectations
 0 to 3 Unsatisfactory

Comments: _____

Strengths _____ Areas to Address _____

Domain II: Learner-Centered Instruction

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Goals and objectives	1.____	1.____	1.____	1.____
2. Learner-centered	2.____	2.____	2.____	2.____
3. Critical thinking and problem solving	3.____	3.____	3.____	3.____
4. Motivational strategies	4.____	4.____	4.____	4.____
5. Alignment	5.____	5.____	5.____	5.____
6. Pacing/sequencing	6.____	6.____	6.____	6.____
7. Value and importance	7.____	7.____	7.____	7.____
8. Appropriate questioning and inquiry	8.____	8.____	8.____	8.____
9. Use of technology	9.____	9.____	9.____	9.____
SUBTOTAL				TOTAL

Total: 37 to 45 Exceeds Expectations
 23 to 36 Proficient
 7 to 22 Below Expectations
 0 to 6 Unsatisfactory

Comments: _____

Strengths _____ Areas to Address _____

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Domain III: Evaluation and Feedback on Student Progress

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Monitored and assessed	1. ___	1. ___	1. ___	1. ___	
2. Assessment and instruction are aligned	2. ___	2. ___	2. ___	2. ___	
3. Appropriate assessment	3. ___	3. ___	3. ___	3. ___	
4. Learning reinforced	4. ___	4. ___	4. ___	4. ___	
5. Constructive feedback	5. ___	5. ___	5. ___	5. ___	
6. Relearning and re-evaluation	6. ___	6. ___	6. ___	6. ___	
SUBTOTAL					TOTAL

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Comments: _____

Strengths _____ Areas to Address _____

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

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Discipline procedures	1. ___	1. ___	1. ___	1. ___	
2. Self-discipline and self-directed learning	2. ___	2. ___	2. ___	2. ___	
3. Equitable teacher-student interaction	3. ___	3. ___	3. ___	3. ___	
4. Expectations for behavior	4. ___	4. ___	4. ___	4. ___	
5. Redirects disruptive behavior	5. ___	5. ___	5. ___	5. ___	
6. Reinforces desired behavior	6. ___	6. ___	6. ___	6. ___	
7. Equitable and varied characteristics	7. ___	7. ___	7. ___	7. ___	
8. Manages time and materials	8. ___	8. ___	8. ___	8. ___	
SUBTOTAL					TOTAL

Total: 34 to 40 Exceeds Expectations
 20 to 33 Proficient
 6 to 19 Below Expectations
 0 to 5 Unsatisfactory

Comments: _____

Strengths _____ Areas to Address _____

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Domain V: Professional Communication

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	
1. Written with students	1.____	1.____	1.____	1.____	
2. Verbal/non-verbal with students	2.____	2.____	2.____	2.____	
3. Reluctant students	3.____	3.____	3.____	3.____	
4. Written with parents, staff, community members, and other professionals.	4.____	4.____	4.____	4.____	
5. Verbal/non-verbal with parents, staff, community members, and other professionals.	5.____	5.____	5.____	5.____	
6. Supportive, courteous	6.____	6.____	6.____	6.____	
SUBTOTAL					TOTAL

Total: 25 to 30 Exceeds Expectations
 15 to 24 Proficient
 5 to 14 Below Expectations
 0 to 4 Unsatisfactory

Comments: _____

Strengths	Areas to Address
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Domain VI: Professional Development

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	
1. Campus/district goals	1.____	1.____	1.____	1.____	
2. Student needs	2.____	2.____	2.____	2.____	
3. Prior performance appraisal	3.____	3.____	3.____	3.____	
4. Improvement of student performance	4.____	4.____	4.____	4.____	
SUBTOTAL					TOTAL

Total: 16 to 20 Exceeds Expectations
 9 to 15 Proficient
 3 to 8 Below Expectations
 0 to 2 Unsatisfactory

Comments: _____

Strengths	Areas to Address
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Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____
 Beginning Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
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Ending Time: _____

Domain VII: Compliance With Policies, Operating Procedures, and Requirements

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Policies, procedures, and legal requirements	1. ____	1. ____	1. ____	1. ____
2. Verbal/written directives	2. ____	2. ____	2. ____	2. ____
3. Environment	3. ____	3. ____	3. ____	3. ____
SUBTOTAL				
	TOTAL			

Total: 13 to 15 Exceeds Expectations
 9 to 12 Proficient
 3 to 8 Below Expectations
 0 to 2 Unsatisfactory

Comments: _____

Strengths

Areas to Address

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____
 Beginning Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM 2004 REVISION

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Domain VIII: Improvement of Academic Performance Of All Students
 on the Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)	
1. Aligns instruction	1. _____	1. _____	1. _____	1. _____	
2. Analyzes TAKS data	2. _____	2. _____	2. _____	2. _____	
3. Appropriate sequence	3. _____	3. _____	3. _____	3. _____	
4. Appropriate materials	4. _____	4. _____	4. _____	4. _____	
5. Monitors student performance	5. _____	5. _____	5. _____	5. _____	
6. Monitors attendance	6. _____	6. _____	6. _____	6. _____	
7. Students in at-risk situations	7. _____	7. _____	7. _____	7. _____	
8. Appropriate plans for intervention	8. _____	8. _____	8. _____	8. _____	
9. Modifies and adapts	9. _____	9. _____	9. _____	9. _____	
SUBTOTAL 1-9					TOTAL 1-9

PLUS 10. Campus Performance Rating of:

- A. Exemplary = 4
- Recognized = 2
- Academically Acceptable = 1
- Academically Unacceptable = 0

B. Meets AYP = 1
 *Needs Improvement = 0

TOTAL A + B _____

*If needs improvement, list in the spaces below indicators from page 6.

FINAL TOTAL DOMAIN VIII

Participation _____ Performance _____

Graduation Rate/Attend _____ Participation & Performance _____

(Sum of 1-10)

****Teacher's 1st Year on Campus**

37 to 45	Exceeds Expectations	40 to 50
23 to 36	Proficient	24 to 39
7 to 22	Below Expectations	8 to 23
0 to 6	Unsatisfactory	0 to 7

Teacher's Subsequent Years on Campus

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(f)

Comments: _____

Strengths _____ Areas to Address _____

Signature of Appraiser: _____ Date: _____
 My appraiser has given me a copy of this Observation Summary Report.
 Signature of Teacher: _____ Date: _____

Observation Summary

Signature of Appraiser: _____ Date: _____
 My appraiser and I have discussed this Summative Annual Appraisal Report.
 Signature of Teacher: _____ Date: _____

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

**PROFESSIONAL DEVELOPMENT AND SUPPORT
 TEACHER SELF-REPORT FORM**
 Contributions to The Improvement of Academic Performance
 of All Students on Campus

The following are general rules for use of the Teacher Self-Report (TSR):

- (1) *Based upon the nature of the teaching assignment, TEKS/TAKS objectives may vary in content and level of difficulty.*
- (2) *Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.*
- (3) *Depending upon the classroom context, objectives may be identified for:*
 - a. *A subset of the TEKS/TAKS objectives.*
 - b. *A subset of classes assigned to the teacher.*
 - c. *A subset of the teacher's students.*
- (4) *The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).*

Section I*

The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.

1. Which academic skills (TEKS/TAKS objectives) do you directly teach or reinforce in your classes?

READING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	3,4,5,6,7,8	The student will demonstrate a basic understanding of culturally diverse written texts.	
2	3,4,5,6,7,8	The student will apply knowledge of literary elements to understand culturally diverse written texts.	
3	3,4,5,6,7,8	The student will use a variety of strategies to analyze culturally diverse written texts.	
4	3,4,5,6,7,8	The student will apply critical thinking skills to analyze culturally diverse written texts.	
.....			
1	9,10,11	The student will demonstrate a basic understanding of culturally diverse written texts.	
2	9,10,11	The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	
3	9,10,11	The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

WRITING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	4,7	The student will, within a given context, produce an effective composition for a specific purpose.	
2	4,7	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence structure.	
3	4,7	The student will recognize appropriate organization of ideas in text.	
4	4,7	The student will recognize correct and effective sentence construction in written text.	
5	4,7	The student will recognize standard usage and appropriate word choice in written text.	
6	4,7	The student will proofread for correct punctuation, capitalization, and spelling in written text.	
ALL OBJECTIVES.....			
1	10,11	The student will, within a given context, produce an effective composition for a specific purpose.	
2	10,11	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence structure.	
3	10,11	The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	

MATHEMATICS

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	3,4,5,6,7,8	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	
2	3,4,5,6,7,8	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
3	3,4,5,6,7,8	The student will demonstrate an understanding of geometry and spatial reasoning.	
4	3,4,5,6,7,8	The student will demonstrate an understanding of the concepts and uses of measurement.	
5	3,4,5,6,7,8	The student will demonstrate an understanding of probability and statistics.	
6	3,4,5,6,7,8	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

1	9,10,11	The student will describe functional relationships in a variety of ways.	
2	9,10,11	The student will demonstrate an understanding of the properties and attributes of functions.	
3	9,10,11	The student will demonstrate an understanding of linear functions.	
4	9,10,11	The student will formulate and use linear equations and inequalities.	
5	9,10,11	The student will demonstrate an understanding of quadratic and other nonlinear functions.	
6	9,10,11	The student will demonstrate an understanding of geometric relationships and spatial reasoning.	
7	9,10,11	The student will demonstrate an understanding of two-and three-dimensional representations of geometric relationships and shapes.	
8	9,10,11	The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
9	9,10,11	The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	
10	9,10,11	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	

SCIENCE

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	5	The student will demonstrate an understanding of the nature of science.	
2	5	The student will demonstrate an understanding of the life sciences.	
3	5	The student will demonstrate an understanding of the physical sciences.	
4	5	The student will demonstrate an understanding of the earth sciences.	
ALL OBJECTIVES.....			
1	10,11	The student will demonstrate an understanding of the nature of science.	
2	10,11	The student will demonstrate an understanding of the organizations of living systems.	
3	10,11	The student will demonstrate an understanding of the interdependence of organisms and the environment.	
4	10,11	The student will demonstrate an understanding of the structures and properties of matter.	
5	10,11	The student will demonstrate an understanding of motion, forces, and energy.	

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

SOCIAL STUDIES

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	8,10,11	The student will demonstrate an understanding of issues and events in U. S. History.	
2	8,10,11	The student will demonstrate an understanding of geographic influences on historical issues and events.	
3	8,10,11	The student will demonstrate an understanding of economic and social influences on historical issues and events.	
4	8,10,11	The student will demonstrate an understanding of political influences on historical issues and events.	
5	8,10,11	The student will use critical-thinking skills to analyze social studies information.	

OTHER OBJECTIVES

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What processes do you use to assess the needs of your students with regard to academic skills (TEKS/TAKS objectives)?

- Disaggregated TEKS/TAKS data
- Curriculum-correlated assessment materials
- Teacher-designed assessment process/materials
- Diagnostic observations
- Other standardized test results
- Cumulative classroom performance data
- Other (describe)

Check all that apply

Name: _____

Appraiser: _____

Campus: _____

Assignment/Grade: _____

Period of Intervention:

From: _____

To: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE

1. Domain(s) in which the teacher is in need of assistance.

2. Professional-improvement activities and dates for completion.

3. Evidence that will be used to determine that professional-improvement activities have been completed.

4. Directives for changes in teacher behavior and time lines.

5. Evidence that will be used to determine if teacher behavior has changed.

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of Teacher

Date

Name: _____

Appraiser: _____

Campus: _____

Assignment/Grade: _____

Period of Intervention:

From: _____

To: _____

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE**

This plan has been successfully completed. _____

This plan has not been successfully completed. _____

This plan was not successfully completed for the following reasons:

Further action to be taken:

Signature of Appraiser

Date

Signature of Principal

Date

My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.

Signature of Teacher

Date