



SECTION III

PDAS Process

APPRAISAL PERIOD TIMELINE SCHOOL CALENDAR YEAR



First 12 Weeks	Second 12 Weeks	Third 12 Weeks	Last 15 Days of INST.
Teacher Orientation <ul style="list-style-type: none"> • Within 1st 3 weeks • Observations no earlier than 3 weeks after this orientation 			
Teacher Self Report, Part I <ul style="list-style-type: none"> • No later than three weeks after orientation 	Teacher Self Report II & III At least two weeks prior to Summative Conference		
Formal Observation <ul style="list-style-type: none"> • Minimum of 45 minutes or shorter segments • Written summary within 10 working days • Advanced notice may be given/NOT REQUIRED. • Follow district APPRAISAL CALENDAR • May have pre- or post-conference at request of Teacher or Appraiser. 			
WALKTHROUGH VISITS <ul style="list-style-type: none"> • To be used at the discretion of the appraiser • Documentation shared with teacher within 10 days 			
<div style="border: 1px solid black; padding: 5px;"> ADDITIONAL TIMELINE ISSUES Teacher Response <ul style="list-style-type: none"> • Within 10 working days (Appraiser may extend to 15) • May rebut in writing or request 2nd appraisal within 10 working days after receiving the OSF or Summative Annual Appraisal Report </div>		<div style="border: 1px solid black; padding: 5px;"> SUMMATIVE ANNUAL REPORT <ul style="list-style-type: none"> • 5 working days before conference • No later than 15 working days before last day of instruction • Observation Summary • Walkthrough documentation • Third party/Teacher documentation • Completed TSR </div>	
		<div style="border: 1px solid black; padding: 5px;"> SUMMATIVE CONFERENCE <ul style="list-style-type: none"> • No later than 15 working days before last day of instruction • May be waived in writing by Teacher, NOT APPRAISER • If Appraiser is not administrator on campus, principal/asst. or designated supervisory staff will participate. </div>	

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL FRAMEWORK**

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

Evaluation Dimensions:

- a. Quantity and quality of active student participation in the learning process is evident.
- b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.

EVALUATION CRITERIA			
<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<p>ALMOST ALL OF THE</p> <ol style="list-style-type: none"> 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines. 	<p>MOST OF THE</p> <ol style="list-style-type: none"> 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines. 	<p>SOME OF THE</p> <ol style="list-style-type: none"> 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines. 	<p>LESS THAN HALF OF THE</p> <ol style="list-style-type: none"> 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

Domain II: Learner-Centered Instruction

Evaluation Dimensions:

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

EVALUATION CRITERIA

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

Domain II. Learner-Centered Instruction, continued

<p>7. The teacher emphasizes the value and importance of the activity/content.</p> <p>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</p> <p>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</p>	<p>7. The teacher emphasizes the value and importance of the activity/content.</p> <p>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</p> <p>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</p>	<p>7. The teacher emphasizes the value and importance of the activity/content.</p> <p>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</p> <p>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</p>	<p>7. The teacher emphasizes the value and importance of the activity/content.</p> <p>8. The teacher uses appropriate questioning and inquiry techniques to challenge students.</p> <p>9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.</p>
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Domain III: Evaluation and Feedback on Student Progress

Evaluation Dimensions:

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

EVALUATION CRITERIA

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

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

Evaluation Dimensions:

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

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

Domain V: Professional Communication

Evaluation Dimensions:

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

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<p>ALMOST ALL OF THE TIME</p> <ol style="list-style-type: none"> 1. The teacher uses appropriate and accurate written communication with students 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty. 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. 	<p>MOST OF THE TIME</p> <ol style="list-style-type: none"> 1. The teacher uses appropriate and accurate written communication with students. 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty. 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. 	<p>SOME OF THE TIME</p> <ol style="list-style-type: none"> 1. The teacher uses appropriate and accurate written communication with students. 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty. 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. 	<p>LESS THAN HALF OF THE TIME</p> <ol style="list-style-type: none"> 1. The teacher uses appropriate and accurate written communication with students. 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students. 3. The teacher encourages and supports students who are reluctant or having difficulty. 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals. 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals. 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.

Domain VI: Professional Development

Evaluation Dimensions:

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

EVALUATION CRITERIA

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

Domain VII: Compliance With Policies, Operating Procedures and Requirements

Evaluation Dimensions:

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

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
<ol style="list-style-type: none"> 1. The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement. 2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement. 3. Apart from classroom responsibilities, the teacher consistently contributes to making the whole school safe and orderly, and a stimulating learning environment for all students. 	<ol style="list-style-type: none"> 1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/ district. 2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district. 3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all students. 	<ol style="list-style-type: none"> 1. The teacher occasionally does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised. 2. The teacher occasionally does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised. 3. Apart from classroom responsibilities, the teacher seldom contributes to making the whole school safe and orderly, and a stimulating learning environment for all students. 	<ol style="list-style-type: none"> 1. The teacher frequently does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised. 2. The teacher frequently does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised. 3. Apart from classroom responsibilities, the teacher rarely contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.

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

Evaluation Dimensions:

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

EVALUATION CRITERIA

(A) Efforts to Enhance Academic Performance*

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

Exceeds Expectations ALMOST ALL OF THE TIME	Proficient MOST OF THE TIME	Below Expectations SOME OF THE TIME	Unsatisfactory LESS THAN HALF OF THE TIME
<p>6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials regarding an intervention plan for students with serious attendance problems.</p>	<p>6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.</p>	<p>6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.</p>	<p>6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.</p>
(B) Efforts to Enhance Student Attendance*			
(C) Efforts to Identify and Assist Students in At-Risk Situations			
<p>7. The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.</p>	<p>7. The teacher identifies and assesses the needs of assigned students in at-risk situations.</p>	<p>7. The teacher identifies and assesses the needs of assigned students in at-risk situations.</p>	<p>7. The teacher identifies and assesses the needs of assigned students in at-risk situations.</p>
<p>8. The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention.</p>	<p>8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.</p>	<p>8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.</p>	<p>8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.</p>
<p>9. The teacher participates in and/or contributes to campus-wide programs to modify and adapt classroom materials and/or instruction for students in at-risk situations.</p>	<p>9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.</p>	<p>9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.</p>	<p>9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.</p>
(D) Campus Performance Rating			
<p>10. Campus performance includes the most recent:</p>			
<p>[a] Campus Performance Rating as reported in the State accountability system (AEIS)</p>			
<p>[b] Adequate Yearly Progress (AYP) as designated in the campus AYP report.</p>			

*The criteria are related to the teacher's efforts to encourage attendance. The criteria do not refer to the attendance level in particular classes.

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

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
 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)	TOTAL
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: 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)	TOTAL
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: 37 to 45 Exceeds Expectations
 23 to 36 Proficient
 7 to 22 Below Expectations
 0 to 6 Unsatisfactory

Comments: _____

Strengths _____

Areas to Address _____

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

Beginning Time: _____ Ending Time: _____
PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

2004 REVISION

- Observation Summary
 Summative Annual Appraisal

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

Comments: _____

Strengths

Areas to Address

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

Beginning Time: _____ **PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM** Ending Time: _____

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

Comments: _____

Strengths _____

Areas to Address _____

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

Comments: _____

Strengths _____

Areas to Address _____

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

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Domain VI: 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** Ending Time: _____
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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

Comments: _____

Strengths _____

Areas to Address _____

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.
 Participation _____ Performance _____ **FINAL TOTAL DOMAIN VIII**
 Graduation Rate/Attend _____ Participation & Performance _____
 (Sum of 1-10)

****Teacher's 1st Year on Campus**
 Exceeds Expectations 40 to 50
 Proficient 24 to 39
 Below Expectations 8 to 23
 Unsatisfactory 0 to 7

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

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: _____
Summative Annual Appraisal

AYP Needs Improvement Indicators

1. Reading Performance and/or Participation
 - 1a. Performance Only
 - 1b. Participation Only
 - 1c. Performance and Participation
2. Mathematics Performance and/or Participation
 - 2a. Performance Only
 - 2b. Participation Only
 - 2c. Performance and Participation
3. Graduation Rate
4. Attendance
5. Reading and Mathematics
 - 5a. Reading Performance Only and Math Performance Only
 - 5b. Reading Performance Only and Math Participation Only
 - 5c. Reading Performance Only and Math Performance and Participation
 - 5d. Reading Participation Only and Math Participation Only
 - 5e. Reading Participation Only and Math Performance and Participation
6. Reading Performance Only and Graduation Rate
7. Reading, Mathematics, and Graduation Rate
 - 7a. Reading/Performance, Math/Performance and Graduation Rate
 - 7b. Reading/Performance, Math/Participation and Graduation Rate
 - 7c. Reading/Performance, Math Performance/Participation and Graduation Rate
8. Mathematics and Graduation Rate
 - 8a. Mathematics/Performance and Graduation Rate
 - 8b. Mathematics/Participation and Graduation Rate
 - 8c. Mathematics Performance/Participation and Graduation Rate

Name: _____

Appraiser: _____

Date: _____

Campus: _____

Assignment/Grade: _____

Example - 1st Year on Campus - Reported but Not Scored

Beginning Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time: _____

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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. _____	2. <input checked="" type="checkbox"/>	3. _____	4. _____
2. Analyzes TAKS data	2. _____	3. <input checked="" type="checkbox"/>	4. _____	5. _____
3. Appropriate sequence	3. _____	4. <input checked="" type="checkbox"/>	5. _____	6. _____
4. Appropriate materials	4. _____	5. <input checked="" type="checkbox"/>	6. _____	7. _____
5. Monitors student performance	5. <input checked="" type="checkbox"/>	6. _____	7. _____	8. _____
6. Monitors attendance	6. _____	7. <input checked="" type="checkbox"/>	8. _____	9. _____
7. Students in at-risk situations	7. <input checked="" type="checkbox"/>	8. _____	9. _____	TOTAL 1-9
8. Appropriate plans for intervention	8. _____	9. <input checked="" type="checkbox"/>	10. _____	29
9. Modifies and adapts	9. _____	10. _____	11. _____	
SUBTOTAL 1-9	10	18	1	0

PLUS 10. Campus Performance Rating of:

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

- B. Meets AYP = 1
- *Needs Improvement = 0

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

Participation	Performance	FINAL TOTAL DOMAIN VIII
Graduation Rate/Attend	Participation & Performance	29
		(Sum of 1-10)

**Teacher's 1st Year on Campus

Total:	37 to 45	Teacher's Subsequent Years on Campus
	23 to 36	40 to 50
	7 to 22	24 to 39
	0 to 6	8 to 23
		0 to 7

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

Comments:

This is N. Learner's first year to teach on this campus. The classroom shows evidence of careful preparation and the resulting benefit for students. Working relationships that have been developed with parents and other student support entities are used to provide a relevant and meaningful learning environment.

Strengths

Communication with and willingness to seek information from other educators can be seen through initiation of opportunities to meet and learn. Students' engagement is evident in their participation in the learning opportunities offered to them in this classroom.

Areas to Address

Alignment of the curriculum across disciplines and grade levels needs continuing study. Skill development in working with students exhibiting inappropriate classroom behavior might be explored. Along with other areas, a broader range of intervention techniques could be included in this study.

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: _____

Summative Annual Appraisal

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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. <input checked="" type="checkbox"/>	1. _____	1. _____	1. _____
2. Analyzes TAKS data	2. <input checked="" type="checkbox"/>	2. _____	2. _____	2. _____
3. Appropriate sequence	3. <input checked="" type="checkbox"/>	3. _____	3. _____	3. _____
4. Appropriate materials	4. <input checked="" type="checkbox"/>	4. <input checked="" type="checkbox"/>	4. _____	4. _____
5. Monitors student performance	5. <input checked="" type="checkbox"/>	5. _____	5. _____	5. _____
6. Monitors attendance	6. _____	6. <input checked="" type="checkbox"/>	6. _____	6. _____
7. Students in at-risk situations	7. _____	7. <input checked="" type="checkbox"/>	7. _____	7. _____
8. Appropriate plans for intervention	8. _____	8. _____	8. <input checked="" type="checkbox"/>	8. _____
9. Modifies and adapts	9. <input checked="" type="checkbox"/>	9. _____	9. _____	9. _____
SUBTOTAL 1-9	25	9	1	0
				TOTAL 1-9
				35

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 = 5
 *If needs improvement, list in the spaces below Indicators from page 6.

Participation	Performance	FINAL TOTAL DOMAIN VIII
Graduation Rate/Attend	Participation & Performance	40
		(Sum of 1-10)

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

Exceeds Expectations	40 to 50
Proficient	24 to 39
Below Expectations	8 to 23
Unsatisfactory	0 to 7
Total:	37 to 45

Comments:
 A. Learner continues to be a leader on this campus by participation in campus/district committees, working closely with team members to analyze data and researching meaningful instructional opportunities. Students in this classroom can be observed to benefit from the thoughtful application of the understanding of their individual learning styles. High expectations provide challenge and a sense of satisfaction for students through their achievement of learning goals.

Strengths	Areas to Address
The high level and quality of instruction and instructional materials show a comprehensive understanding of the curriculum. Work with other teachers/grade levels/departments has been an asset to the entire campus. Learning goals are well defined for students.	A more comprehensive understanding of the obstacles encountered by individual students may need to be sought. This knowledge can be used to create a more individualized and successful instructional environment. Look for ways to involve and guide students in the creation of their own academic goals.

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: _____
Summative Annual Appraisal

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

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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. <input checked="" type="checkbox"/>	1. _____	1. _____	1. _____
2. Analyzes TAKS data	2. <input checked="" type="checkbox"/>	2. _____	2. _____	2. _____
3. Appropriate sequence	3. <input checked="" type="checkbox"/>	3. _____	3. _____	3. _____
4. Appropriate materials	4. <input checked="" type="checkbox"/>	4. <input checked="" type="checkbox"/>	4. _____	4. _____
5. Monitors student performance	5. <input checked="" type="checkbox"/>	5. _____	5. _____	5. _____
6. Monitors attendance	6. _____	6. <input checked="" type="checkbox"/>	6. _____	6. _____
7. Students in at-risk situations	7. _____	7. <input checked="" type="checkbox"/>	7. _____	7. _____
8. Appropriate plans for intervention	8. _____	8. _____	8. <input checked="" type="checkbox"/>	8. _____
9. Modifies and adapts	9. <input checked="" type="checkbox"/>	9. _____	9. _____	9. _____
SUBTOTAL 1-9	25	9	1	0
TOTAL 1-9				35

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 = 2

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

8b Participation	Performance	FINAL TOTAL DOMAIN VIII
8b Graduation Rate/Attend	Participation & Performance	
		37
		(Sum of 1-10)

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

Exceeds Expectations	40 to 50
Proficient	24 to 39
Below Expectations	8 to 23
Unsatisfactory	0 to 7
Total:	37 to 45

Comments:
 A. Learner continues to be a leader on this campus by participation in campus/district committees, working closely with team members to analyze data and researching meaningful instructional opportunities. Students in this classroom can be observed to benefit from the thoughtful application of the understanding of their individual learning styles. High expectations provide challenge and a sense of satisfaction for students through their achievement of learning goals.

Strengths	Areas to Address
The high level and quality of instruction and instructional materials show a comprehensive understanding of the curriculum. Work with other teachers/grade levels/departments has been an asset to the entire campus. Learning goals are well defined for students.	A more comprehensive understanding of the obstacles encountered by individual students may need to be sought. This knowledge can be used to create a more individualized and successful instructional environment. Look for ways to involve and guide students in the creation of their own academic goals. Seek opportunities to work with campus to improve graduation rate for all students.

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: _____

Summative Annual Appraisal

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