

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)	Unsatis- factory (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.____	
					TOTAL
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)	Unsatis- factory (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 question- ing and inquiry	8.____	8.____	8.____	8.____	
9. Use of technology	9.____	9.____	9.____	9.____	
					TOTAL
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: _____

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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.____	
					TOTAL
SUBTOTAL					

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.____	TOTAL
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)	Unsatis- factory (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.____	TOTAL
SUBTOTAL					

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 VI: Professional Development

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (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.____	TOTAL
SUBTOTAL					

Total: 16 to 20 Exceeds Expectations
 9 to 15 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 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. _____	3. _____	3. _____	3. _____	
3. Environment					
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
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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)	Unsatis- factory (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. _____	TOTAL 1-9
SUBTOTAL 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.

_____	_____	FINAL TOTAL DOMAIN VIII
Participation	Performance	<input type="text"/>
Graduation Rate/Attend	Participation & Performance	(Sum of 1-10)

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

**Teacher's 1ST Year on Campus	Teacher's Subsequent Years on Campus
Total: 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

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

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

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

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

2004 REVISION

- Observation Summary
 Summative Annual Appraisal

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

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)	
1. Aligns instruction	1. _____	1. _____	1. <input checked="" type="checkbox"/>	1. _____	
2. Analyzes TAKS data	2. _____	2. <input checked="" type="checkbox"/>	2. _____	2. _____	
3. Appropriate sequence	3. _____	3. <input checked="" type="checkbox"/>	3. _____	3. _____	
4. Appropriate materials	4. _____	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. <input checked="" type="checkbox"/>	7. _____	7. _____	7. _____	
8. Appropriate plans for intervention	8. _____	8. <input checked="" type="checkbox"/>	8. _____	8. _____	
9. Modifies and adapts	9. _____	9. <input checked="" type="checkbox"/>	9. _____	9. _____	
SUBTOTAL 1-9	10	18	1	0	29

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	Areas to Address
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.	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.

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 _____

Note: Criterion 10 not calculated for "1st Year on Campus" teacher.

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

Participation	Performance	29
Graduation Rate/Attend	Participation & Performance	

(Sum of 1-10)

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

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

Total: 37 to 45
 23 to 36
 7 to 22
 0 to 6

Exceeds Expectations
 Proficient
 Below Expectations
 Unsatisfactory

Teacher's Subsequent Years on Campus

40 to 50
 24 to 39
 8 to 23
 0 to 7

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

Example – Subsequent Year(s) on Campus – Scored – Campus “Meets AYP”

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

2004 REVISION

- Observation Summary
 Summative Annual Appraisal

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. _____	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

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
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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.

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

**Teacher's 1 ST Year on Campus	Teacher's Subsequent Years on Campus	
Total: 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	

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)

Example – Subsequent Year(s) on Campus – Scored – Campus “Needs Improvement” on AYP

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

2004 REVISION

- Observation Summary
 Summative Annual Appraisal

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. _____	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	35

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.

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.

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

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

**Teacher's 1 ST Year on Campus		Teacher's Subsequent Years on Campus
Total: 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

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