Name:		Appr	aiser:			Date:	Campus:		Assignment/Grade:				
Beginning Time:		Pro	FESSIC	ONAL I	Obse	2004 REV ervation Sun		ISAL S	YSTEM	En	ding Time	e:	
Domain I: Active, Succes	sful Student	Participatio	n in the Lea	rning Proce	ss		Domain II: Learner-Cent	ered Instruc	tion				
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)				Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)		
1. Engaged in learning	1	1	1	1			Goals and objectives	1	1	1	1		
2. Successful in learning	2	2	2	2			2. Learner-centered	2	2	2	2		
3. Critical thinking/ problem solving	3	3	3	3			Critical thinking and problem solving	3	3	3	3		
4. Self-directed	4	4	4	4			4. Motivational strategies	4	4	4	4		
5. Connects learning	5	5	5	5	TOTAL		5. Alignment	5	5	5	5		
0					TOTAL		6. Pacing/sequencing	6	6	6	6		
SUBTOTAL	Т	12 to 4 to	o 19 P o 11 B	xceeds Expe roficient elow Expecta nsatisfactory	ations	ı	7. Value and importance 8. Appropriate questioning and inquiry 9. Use of technology	7 8	7 8	7 8 9	7 8 9		
Comments:								9	9	9	9	TOTAL	
							SUBTOTAL						
								Т	otal: 37 to 23 to 7 to 0 to	o 36 P o 22 B	xceeds Expe roficient elow Expecta Insatisfactory	ations	
Strengths Areas to Address						Comments:							
							Strengths Areas to Address						

Name:		Appr	aiser:		Γ	Date: Campus:			Assignment/Grade:			
						A REVI on Sumi	SION	SAL SY	YSTEM	End	ing Time:	
Domain III: Evaluation an	d Feedback	on Student	Progress	L 11 - e	7		Domain IV: Management		iscipline, Ins	tructional St	rategies,	
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)			Time, and wat	Exceeds	Proficient	Below	Unsatis- factory	
Monitored and assessed	1	1	1	1		_	Discipline procedures	(x 5) 1	(x 3)	(x 1) 1	(x 0)	
Assessment and in- struction are aligned	2	2	2	2			Self-discipline and self-directed learning	2	2	2	2	
Appropriate assessment	3	3	3	3			Equitable teacher- student interaction	3	3	3	3	
4. Learning reinforced5. Constructive feedback	4 5.	4 5	4 5	4			Expectations for behavior	4	4	4	4	
Relearning and re-evaluation	6	6	6	5 6			Redirects disruptive behavior	5	5	5	5	
SUBTOTAL					TOTAL		Reinforces desired behavior	6	6	6	6	
SUBTOTAL	Т	otal: 25 to		xceeds Expe	ectations		7. Equitable and varied characteristics	7	7	7	7	
		5 to	o 14 B	elow Expect nsatisfactory			Manages time and materials	8	8	8	8	TOTAL
Comments:						<u>L</u>	SUBTOTAL					
								To	otal: 34 to 20 to 6 to 0 to	33 Pro 19 Be	ceeds Expect oficient low Expectati satisfactory	
Strengths			Areas to	Address		•	Comments:				•	
						_	Strengths			Areas to A	Address	

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Name:	Appraiser:				Date:	Date: Campus:				Assignment/Grade:			
Beginning Time:		Proi	FESSIO	NAL D	2004 RED Observation S		ISAL S	YSTEM	End	ling Time:			
Domain V: Professional C	Communicat	ion				Domain VI: Professional	Developme	nt			1		
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)			Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)			
1. Written with students	1	1	1	1		Campus/district goals	1	1	1	1			
2. Verbal/non-verbal with	2	2	2	2		2. Student needs	2	2	2	2			
students 3. Reluctant students	3	3	3	3		Prior performance appraisal	3	3	3	3			
Written with parents, staff, community	4	4	4	4		Improvement of student performance	4	4	4	4	TOTAL		
members, and other professionals.						SUBTOTAL							
5. Verbal/non-verbal with parents, staff, community members, and other professionals.	5	5	5	5		Total: 16 to 20 Exceeds Expectation 9 to 15 Proficient 3 to 8 Below Expectation 0 to 2 Unsatisfactory							
6. Supportive, courteous	6	6	6	6	TOTAL	Comments:							
SUBTOTAL													
	T	otal: 25 to 15 to 5 to 0 to	24 Pro 14 Be	ceeds Expect oficient low Expectati satisfactory									
Comments:						Strengths	;		Areas to	Address			
Strengths			Areas to A	Address									

Name:	ame: Appraiser:				Date:	Campus:	Assig	Assignment/Grade:		
Beginning Time:		Pro	FESSIO	NAL D	DEVELOPMENT 2004 REVI Observation Sum Summative Annu	mary	SYSTEM	Ending Time:		
Domain VII: Compliance and Require		s, Operating	Procedures	,		Comments:				
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)		Comments.				
Policies, procedures, and legal require- ments	1	1	1	1						
Verbal/written directives Environment	2 3	2 3	2 3	2 3		Strengths		Areas to Address		
SUBTOTAL					TOTAL	Suenguis		Aleas to Address		
SUBTOTAL	Total: 13 9 3 0	to 12 F to 8 E	Exceeds Exp Proficient Below Expecta Jnsatisfactory	ations						

Name:		Appraiser:			Date:	Campus:	Assignment/Grade:		
Beginning Time:	ent of Acade				EVELOPMEN 2004 REV Observation Sus Summative Ann	mmary	L SYSTEM	Ending Time:	
on the Car	mpus			l lleer de	1				
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)		Comments:			
Aligns instruction	1	1	1	1					
Analyzes TAKS data	2	2	2	2					
Appropriate sequence	3	3	3	3					
Appropriate materials	4	4	4	4					
Monitors student performance	5	5	5	5					
Monitors attendance	6	6	6	6					
Students in at-risk situations	7	7	7	7					
Appropriate plans for ntervention	8	8	8	8					
Modifies and adapts	9	9	9	9	TOTAL 1-9	Oten earth a		Anna a ta Antilosa	
SUBTOTAL 1-9						Strengths		Areas to Address	
	ū	= 4 = 2 = 1							
*Needs Impr	ovement	= 0		TOTAL A	+ B	Signature of Appraiser:		Date:	
*If needs imp	provement, lis	t in the space	s below Indic	ators from pa	ige 6.	My appraiser has given me a cop	y of this Observation S	ummary Report.	
Partici	ination	Peri	formance	FINAL T	OTAL DOMAIN VIII	Signature of Teacher:		Date:	
Graduation			n & Performa	nce (S	Sum of 1-10)	Observation Summary			
*Teacher's 1 ST Year		Т	eacher's Su			Signature of Appraiser:		Date:	
on Campus al: 37 to 45	Exceeds Ex	pectations	Years on C 40 to			My appraiser and I have discusse			
23 to 36 7 to 22 0 to 6	Proficient Below Expe Unsatisfacto		24 to 8 to 0 to	23		Signature of Teacher:			
ampus performance rati		•			Ch. 150.1002(f)	Summative Annual Appraisal			

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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
- 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:		Appra	aiser:		Date:						
		E	xample	 1st Ye 	ar on Campus	- Reporte	ed but Not Score	ed			
Beginning Time:							PPRAISAL SYS				
<i>c c</i> ==					2004 REV			<i></i>			
					Observation Sun	nmary					
					Summative Ann	ual Appraisal					
Domain VIII: Improvement The Campus	nt of Academi	ic Performan	ce of All Stu	dents on							
The Gampus				Unsatis-		Comments:		_			
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	factory (x 0)		This is N. Learner's first year to teach on this campus. The classroom shows evider careful preparation and the resulting benefit for students. Working relationships that been developed with parents and other student support entities are used to provide relevant and meaningful learning environment.					
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							
Monitors student performance	5√	5	5	5							
6. Monitors attendance	6	6√	6	6							
7. Students in at-risk situations	7√	7	7	7							
Appropriate plans for intervention	8	8√	8	8			Strengths	Areas to Address			
9. Modifies and adapts	9	9. √	9	9	TOTAL 1-9	Communication	with and willingness to	Alignment of the curriculum across			
SUBTOTAL 1-9	10	18	1	0	29	seek information	n from other educators can initiation of opportunities	disciplines and grade levels needs continuing study. Skill development			
SUBTOTAL 1-9 10 18 1 0 29 PLUS 10. Campus Performance Rating of: A. Exemplary = 4						to meet and lea is evident in the	ir participation in the unities offered to them in	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.			
*If needs im	provement, lis	t in the space	s below Indic	ators from pa	ge 6.	Signature of Ap	praiser:	Date:			
					OTAL DOMAIN VIII	My appraiser ha	as given me a copy of this O	bservation Summary Report.			
Partic	ipation	Peri	formance		29	Signature of Te	acher:	Date:			
Graduation	Rate/Attend	Participation	n & Performa	nce (S	um of 1-10)	Observation S	ummary				
**Teacher's 1 ST Year		т	eacher's Su	bsequent	•						
on Campus Total: 37 to 45	Exceeds Ex	pectations	Years on C 40 to			Signature of Ap	praiser:	Date:			
23 to 36	Proficient		24 to	39			,	nmative Annual Appraisal Report.			
7 to 22 0 to 6	Below Experior Unsatisfactor		8 to 0 to				acher:				
**Campus performance ra	ting or AYP no	ot scored as p	er Commissi	oner's Rules,	Ch. 150.1002(f)		nual Appraisal				

Name:		Appra			Date:	Campus:	Assignment/Grade:					
	Exa	mple –	Subseq	uent Ye	ear(s) on Cam	pus – Scored – Campus	s "Meets AYP"					
Beginning Time:		Proi	ESSIO	NAL D	EVELOPMEN	T AND APPRAISAL S	YSTEM Ending Time:					
					2004 REV	VISION	-					
					Observation Sur	•						
Domain VIII: Improvemen	t of Academi	ic Performan	ce of All Stu	dents on	Summative Ann	ual Appraisal						
The Campus				Unactic	1	Comments:						
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis- factory (x 0)		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						
1. Aligns instruction	1√	1	1	1								
2. Analyzes TAKS data	2√	2	2	2								
3. Appropriate sequence	3√	3	3	3		through their achievement of learning goals.						
4. Appropriate materials	4	4√	4	4								
Monitors student performance	5√	5	5	5								
6. Monitors attendance	6	6√	6	6								
7. Students in at-risk situations	7	7√	7	7		Strengths	Areas to Address					
Appropriate plans for intervention	8	8	8√	8		The high level and quality of instruction and instructional materials show a comprehensive understanding of the	ing of the obstacles encountered by individual students may need to be					
9. Modifies and adapts	9√	9	9	9	TOTAL 1-9	curriculum. Work with other teachers/ grade levels/departments has been an	sought. This knowledge can be used to create a more individualized and					
SUBTOTAL 1-9	25	9	1	0	35	asset to the entire campus. Learning goals are well defined for students.	successful instructional environment. Look for ways to involve and guide					
		= 4 = 2 = 1					students in the creation of their own academic goals.					
B. Meets AYP *Needs Impr	ovement	= 1 = 0		TOTAL A +	Р 5	Signature of Appraiser:	Date:					
•						My appraiser has given me a copy of the	his Observation Summary Report.					
ii needs imp	novement, iis	t in the space	s below indic	•	ge o. OTAL DOMAIN VIII	Signature of Teacher:	Date:					
Partici	pation	Perf	ormance	_ 110021	40	Observation Summary						
Graduation	Rate/Attend	Participation	n & Performa	nce (S	um of 1-10)							
**Teacher's 1 ST Year		т	eacher's Sul	bsequent	Min Or 1-10)	Signature of Appraiser:	Date:					
on Campus Total: 37 to 45	Exceeds Ex	pectations	Years on C	•		My appraiser and I have discussed this	s Summative Annual Appraisal Report.					
23 to 36	Proficient		24 to 8 to	39		Signature of Teacher:	Date:					
7 to 22 0 to 6	Below Exper Unsatisfactor		0 to			Summative Annual Appraisal						

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

Name:		Appra	aiser:		Date:_		Campus:		Assignment/Grade:			
Exan	nple – S	Subsequ	ent Yea	ar(s) on	Campus - So	cored –	Campus "Nee	eds Imp	oroveme	ent" on AYP		
Beginning Time:							APPRAISAI			Ending Time:		
<i>c c</i> —					2004 RE	VISION						
					Observation Su	-						
					Summative An	nual Appr	raisal					
Domain VIII: Improvemen The Campus	t of Academ	ic Performan	ce of All Stu	dents on							_	
·				Unsatis-]	Comments:						
	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	factory (x 0)		A. Learner continues to be a leader on this campus by participation in cam committees, working closely with team members to analyze data and resea meaningful instructional opportunities. Students in this classroom can be of benefit from the thoughtful application of the understanding of their individual						
1. Aligns instruction	1√	1	1	1								
2. Analyzes TAKS data	2√	2	2	2		styles. High expectations provide challenge and a sense of satisfaction for students through their achievement of learning goals.						
3. Appropriate sequence	3√	3	3	3								
4. Appropriate materials	4	4√	4	4								
Monitors student performance	5√	5	5	5								
6. Monitors attendance	6	6√	6	6			Strengths		Δ	Areas to Address	-	
7. Students in at-risk situations	7	7√	7	7			level and quality of instr			prehensive understand-		
Appropriate plans for intervention	8	8	8√	8		and instructional materials show a comprehensive understanding of the curriculum. Work with other teachers/			ing of the obstacles encountered by individual students may need to be sought. This knowledge can be used			
9. Modifies and adapts	9√	9	9	9	TOTAL 1-9	asset to t	grade levels/departments has been an asset to the entire campus. Learning		to create a more individualized and successful instructional environment.			
SUBTOTAL 1-9	25	9 1		0	35	goals are	goals are well defined for students.			ys to involve and guide the creation of their own		
		= 4 = 2 = 1							to work with	pals. Seek opportunities campus to improve tate for all students.		
B. Meets AYP *Needs Impro	ovement	= 1 = 0		Τοτλι Λ ι	- B 2	Signature	e of Appraiser:			Date:		
•		t in the space			 _	My appra	niser has given me a cop	y of this Ob	servation Sur	mmary Report.		
ii rieeus iirip	•	i iii iiie space	s below illuic	•	OTAL DOMAIN VIII	Signature	e of Teacher:			Date:		
Partici 8	pation	Peri	ormance		37	Observa	tion Summary					
Graduation I		Participation	n & Performa	nce (s	sum of 1-10)							
**Teacher's 1 ST Year		т	eacher's Sul	osequent	diff of 1-10)	Signature	e of Appraiser:			Date:		
on Campus Total: 37 to 45	Exceeds Ex	pectations	Years on C			My appra	iser and I have discusse	ed this Sumi	mative Annua	ıl Appraisal Report.		
23 to 36 7 to 22	Proficient		24 to	39		Signature	e of Teacher:			Date:		
7 to 22 0 to 6	Below Expe Unsatisfacto		8 to 0 to			Summat	ive Annual Appraisal					

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