Strengths			Comments:	SUBTOTAL	5. Connects learning	Critical thinking/ problem solving  4 Self-directed	2. Successful in learning	1. Engaged in learning	Domain I: Active, Suc	beginning lime:
			Total: 20 12 4 0		5 4	. ω   	2. 2.	Exceeds Proficient (x 5) (x 3)	essful Student Participa	
Areas to Address			to 25 Exceeds Expectations to 19 Proficient to 11 Below Expectations to 3 Unsatisfactory		5 5 TOTAL	3	2 1 2	nt Below factory (x 1) (x 0)	Jå □	PROFESSIONAL DEVELOPMENT AND  2004 REVISION  Observation Summary
Comments: Strengths		Subtotal	8. Appropriate questioning and inquiry 9. Use of technology	6. Pacing/sequencing 7. Value and importance	Motivational strategies     Alignment	Critical thinking and problem solving	Goals and objectives     Berner-centered		Summative Annual Appraisal  Domain II: Learner-Centered Instruction	APPR
	7 -	ä	8	. 6	5 ,4	3	1	Exceeds (x 5)	tered instruc	AISAL S
			8 7	6	5. 4	3	) <u></u>	Proficient (x 3)	tion	SYSTEM
eas	45 Exc 36 Pro 22 Bek	9	8	6	5 4	3	***************************************	Below (x 1)		(
Onsatisfactory  O Address	Exceeds Expectations Proficient Below Expectations	9 Total	7	6	4 α	3 2	THE REAL PROPERTY.	Unsatis- factory (x 0)		Ending Time:

	Subjection			Comments:		SUBTOTAL	6. Relearning and re-evaluation	5. Constructive feedback	ment  A l parning minforced	Assessment and instruction are aligned	Monitored and     assessed		Domain III: Evaluation ar		Beginning Time:	Name:
	Areas to Address			to 4			666	5. 5. 5. 5.	and the second s	. 22	1.		Domain III: Evaluation and Feedback on Student Progress		PROFFSSION	Appraiser:
Strengths	oss Comments:		Subtotal	Unsatisfactory  ### Comparison of the Comparison	Exceeds Expectations 7. Equitable and varied characteristics	6. Reinforces desired behavior	TOTAL 5. Redirects disruptive	4. Expectations for behavior	3. Equitable teacher- student interaction	2. Self-discipline and self-directed learning		Unsatis- Time, and Materials factory	Domain IV: Management	2004 REVISION  2004 REVISION  Observation Summary  Summative Annual Appraisal		Date: Campus:
Š		Total:		8,	7	5,	5.	4	3.	22 -	Exceeds (x 5)	Materials	ont of Student Dis	ISAL		
A		20 to 33 6 to 19 0 to 5			7. 7.	66	5, 5	4.	<u>ω</u> 	2	Proficient E	cipine, instruc		SYSTEM		Assign
Areas to Address		0 Exceeds Expectations 3 Proficient 9 Below Expectations 5 Unsatisfactory		8.		6,	5	4.	φ.	2. 2.	Below factory (x 1) (x 0)	torials		Ending Time:	milong Orace.	Assignment/Grade:
		etations ations		TOTAL		**************************************		<u></u>				J		le:		

Strengths		Comments:	SUBTOTAL	6. Supportive, courteous	5. Verbal/non-verbal with parents, staff, community members, and other professionals.	professionals.	Written with parents,     staff, community     members, and other	3. Reluctant students	Verbal/non-verbal with students	1. Written with students		Domain V: Professional Communication		Beginning Time:	Name:
		To		6	5.		4	3.	2	-	Exceeds (x 5)	ommunicat		A A A A A A A A A A A A A A A A A A A	***************************************
		Total: 25 to 15 to 0 to		Ö.	5		4.	ω 	2		Proficient (x 3)	ion		PRO	Appr
Areas to Address		36 24 4		6	5		4.	ω	2.		Below (x 1)			FESSIO	Appraiser:
ddress		Exceeds Expectations Proficient Below Expectations Unsatisfactory		6	5.		4	3	2		Unsatis- factory (x 0)		<b></b> 1	NAL D	
		สมังกร หาร		TOTAL									2004 REVISION  Observation Summary  Summative Annual Appraisal	PROFESSIONAL DEVELOPMENT	Date:
	Strengths			Comments:		SUBTOTAL	Improvement of student performance	3. Prior performance appraisal	2. Student needs	Campus/district goals		Domain VI: Professiona	TSION mmary ual Appraisal	AND APPRA	Campus:
					wef		4.	<u>3</u>	2		Exceeds (x 5)	Develonme		ISAL S	
					Total: 16 to 9 to 3 to 0 to		4.	3,	2.		Proficient (x 3)	3		YSTE	As
	Areas to Address				20 15 8 2		4	μ	2.	-1	Below (x 1)			(	Assignment/Grade:
	Address				Exceeds Expectations Proficient Below Expectations Unsatisfactory		TYANIBATAYA	3	2		Unsatis- factory		0	Ending Time	Grade:
					Š	l	Тота								

	SUBTOTAL	2.Verbal/written directives 3. Environment	Policies, procedures, and legal require- ments		Domain VII: Compliance With Policies, Operating Procedures, and Requirements		Beginning Time:	Name:
Total: 13 9 3 0		3 ,2	- Terrories Control	Exceeds (x 5)	With Policie ements		ANY CANADATA CONTRACTOR	POTENTIAL PROPERTY OF THE PROP
т т т т т т т т т т т т т т т т т т т		3.	Tall the state of	Proficient (x 3)	s, Operating		PRO	Appr
Exceeds Expectations Proficient Below Expectations Unsatisfactory		3 2		Below (x 1)	Procedures		FESSIO	Appraiser:
ctations		3 2		Unsatis- factory (x:0)	•		NAL D	A CONTRACTOR OF THE PROPERTY AND ADDRESS OF THE PROPERTY ADDRESS OF THE PROPERTY AND ADDRESS OF THE PROPERTY ADDRESS OF THE PROPERTY AND ADDRESS OF THE PROPERTY A
	Į.					20 ] Observ ] Summa	EVELC	
		Strengths		Comments:			NT AND	Date: Campus:
		Areas to Address				EM Ending time:	or Sum	Assignment/Crade

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(f)	Total: 37 to 45	"Teacher's 1 <sup>ST</sup> Year  on Campus  Voor on Campus	,	*If needs improvement, list in the spaces below Indicators from page 6			9. Modifies and adapts 9. 9. 9.	8. Appropriate plans for 8. 8. 8.	7. Students in at-risk 7 7 7 7	6. Monitors attendance 6, 6, 6	5. Monitors student 5. 5. 5.	4. Appropriate materials 4. 4. 4. 4.		a a	Exceeds Proficient Below (x 5) (x 3) (x 1)	Domain VIII: Improvement of Academic Performance Of All Students on the Campus		Beginning Time: PROFESSIONAL	Name: Appraiser:
sr's Rules, Ch. 150.1002(f)	My appraiser and I have Signature of Teacher.	(Sum of 1-10)	Signature of Teacher:  Observation Summary	Signature of Appraiser:  My appraiser has given n		Strengths	9. Total 1-9	8.	7	6	5	4,	<u>,</u>	2	Unsatis- factory Comments:	idents Summanye Amida Appraisal	Observation Summary	DEVE	Date: Campus:
	discussed this Summative Annual Appraisal Report.  Date:		Date:	Date:ne a copy of this Observation Summary Report.		Areas to Address												SYSTEM Ending Time:	Assignment/Grade:

Name: Appraiser: Campus:	Appraisal Year: Date Submitted: Assignment/Grade:	
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 OBJ	ECTIVES	·····	
1	3,4,5,6,7,8	The student H 1	
*	3,7,5,0,7,8	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 OBJ	ECTIVES		
		***************************************	
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.	
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**

,5,6,7,8	The student will demonstrate an understanding of numbers,	
	The student will demonstrate an understanding of numbers,	
	operations, and quantitative reasoning.	
,5,6,7,8	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
,5,6,7,8	The student will demonstrate an understanding of geometry and spatial reasoning.	
5,6,7,8	The student will demonstrate an understanding of the concepts and uses of measurement.	
5,6,7,8	The student will demonstrate an understanding of probability and statistics.	
5,6,7,8	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving	
	5,6,7,8	uses of measurement.  5,6,7,8  The student will demonstrate an understanding of probability and statistics.

Revised June 2001

Name:	 Appraisal Year:	
Appraiser:	Date Submitted:	
Campus:	Assignment/Grade:	
-	rabbiginnent/Orade.	

1	0.10.11		
1	9,10,11	The student will describe functional relationships in a variety of ways.	
2	0.10.11		
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	
	, , , - "	increalities	
		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	
7	0.10.11	relationships and spatial reasoning.	
/	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 under the first of the student will demonstrate an under the first of the student will demonstrate an under the first of the student will demonstrate an under the first of the student will demonstrate an under the first of the student will demonstrate an under the student will be student will demonstrate an under the student will be	
	1 / /-	The student will demonstrate an understanding of the concepts and	
9	01011	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		
- 0	3,10,11	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 ORD	P.OTERVEO		
ALL OBJ	ECTIVES		
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.	<u> </u>
3	5	The student will demonstrate an understanding of the physical sciences.	
4	5	The student will demonstrate an understanding of the earth sciences.	
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.	

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	Appraisal Year:  Date Submitted:  Assignment/Grade:		
SOCIAL S	THNIEC		
Objective Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Che all that
ALL OBJE	ECTIVES		
****	8,10,11	The student will demonstrate an understanding of issues and	
2	8,10,11	events in U. S. History.  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.	
. What pro (TEKS/T	ocesses do you use t FAKS objectives)?	o assess the needs of your students with regard to academic skills	
(TEKS/T	ocesses do you use t TAKS objectives)? d TEKS/TAKS data orrelated assessmen	Check all that a	apply

Other (describe)

Other standardized test results

Cumulative classroom performance data

Name Appra Camp	aiser: Date Submitted:
	PROFESSIONAL DEVELOPMENT AND SUPPORT TEACHER SELF-REPORT FORM Contributions to The Improvement of Academic Performance of All Students on Campus
Section Th	n II* ne data requested in Sections II and III must be provided to the principal at least two weeks before the nual summative conference. Limit all responses to one-half page per response.
3.	Describe a specific instructional adjustment (e.g., materials, sequencing, etc.), which you have made base on the needs assessment of your students.
4.	Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills (TEKS/TAKS objectives).
5.	Describe how you assisted your students who were experiencing serious attendance problems.
6.	Describe your approach in working with students who were failing or in danger of failing.

Name: Appraiser: Campus:		
Sectio	n III**	
7.	in the following areas: inservice, team planni	your professional development activities for the past year ect/content, needs of students, or prior appraisal performance ng, mentoring, collaboration with colleagues, self-study, sity-level coursework, professional conferences, and other
8.	As a result of your professional development a your classroom that has positively impacted the	ctivities described above, what have you been able to use in e learning of students?
9.	Be prepared to discuss three target areas for conthoughts, you may wish to make notes below, by	atinued professional growth. In order to organize your ut it is not required.

Name:	***************************************	Appraiser:	
Campus:	- Marian	Assignment/Grade:	
Period of Intervention:	From:	To:	
Profess <b>INTERVE</b>	SIONAL DEVELOPMENTENCENTION PLAN FOR TEAC	NAL DEVELOPMENT AND APPRAISAL SYSTEM ION PLAN FOR TEACHER IN NEED OF ASSISTANCE	
1. Domain(s) in which the teacher	is in need of assistance.		
2. Professional-improvement activi	ities and dates for completion		
2. Professional-improvement activi	ties and dates for completion.		
3. Evidence that will be used to det	ermine that professional-impre	ovement activities have been completed.	
4. Directives for changes in teacher	behavior and time lines.		
Evidence that will be used to dete	ermine if teacher behavior has	changed.	
Signature of	Appraiser	Date	
C:	D		
Signature of Ay appraiser, principal, and I have a	•	Date  un. My signature does not indicate whether I agree	
r disagree with this plan.	and and the fitter vention pia	ii. My signature does not indicate whether I agree	
Signature of	Teacher	Date	

Name:	····	Appraiser:
Campus:		Assignment/Grade:
Period of Intervention:	From:	To:
P	ROFESSIONAL DEVELOPMENT AND AINTERVENTION PLAN FOR TEACHER IN NE	DDB atour Cyamas
This plan has been success	sfully completed.	
This plan has not been succ	cessfully completed.	
This plan was not successfi	illy completed for the following reasons:	
	g	
Further action to be taken:		
Signa	ture of Appraiser	
		Date
Si	(A)	
	ture of Principal	Date
ether I agree or disagree w	assed the evaluation of the completion of this plan. ith the evaluation of this plan.	My signature does not indicate
Sione	ture of Teacher	
अहा।व	une of reacher	Date