

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

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

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

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

Section I*

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

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

READING

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

Name: _____ Appraisal Year: _____
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WRITING

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

MATHEMATICS

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

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

SCIENCE

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

Name: _____ Appraisal Year: _____
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SOCIAL STUDIES

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

OTHER OBJECTIVES

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

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

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

Check all that apply

Name: _____ Appraiser: _____ 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: _____

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

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- 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.____	
					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
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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
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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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- Observation Summary
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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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- 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. _____	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)

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)

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.

8b	Participation	Performance	37
8b	Graduation Rate/Attend	Participation & Performance	
(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)

School _____

Teacher _____

SSN _____

NORTHSIDE INDEPENDENT SCHOOL DISTRICT
ALTERNATE TEACHER APPRAISAL RECORD

20 ____ - 20 ____

This assessment is completed each year that the teacher is not formally observed using the PDAS.

Domains	Proficient or Exceeds Expectations	Improvement is: Recommended	Improvement is: Required
I. Active, Successful Student Participation in the Learning Process	_____	_____	_____
II. Learner-Centered Instruction	_____	_____	_____
III. Evaluation and Feedback on Student Progress	_____	_____	_____
IV. Management of Student Discipline, Instructional Strategies, Time, and Materials	_____	_____	_____
V. Professional Communication	_____	_____	_____
VI. Professional Development	_____	_____	_____
VII. Compliance with Policies, Operating Procedures, and Requirements	_____	_____	_____
VIII. Improvement of Academic Performance of all Students on the Campus	_____	_____	_____

Indicate commendations or suggestions for improvement below. If improvement is required, documentation must be provided. (Identify domain and criterion; use an additional page, if needed.)

Supervisor

Teacher

Date

Name: _____

Appraiser: _____

Campus: _____

Assignment/Grade: _____

Period of Intervention:

From: _____

To: _____

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

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

2. Professional-improvement activities and dates for completion.

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

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

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

Signature of Appraiser

Date

Signature of Principal

Date

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

Signature of Teacher

Date

Name: _____

Appraiser: _____

Campus: _____

Assignment/Grade: _____

Period of Intervention:

From: _____

To: _____

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

This plan has been successfully completed. _____

This plan has not been successfully completed. _____

This plan was not successfully completed for the following reasons:

Further action to be taken:

_____ Signature of Appraiser	_____ Date
_____ Signature of Principal	_____ Date
My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.	
_____ Signature of Teacher	_____ Date



APPRAISAL PERIOD TIME LINE 2005-2006

First 12 Weeks (August 15 – Nov. 11)	Second 12 Weeks (Nov. 14 – Feb. 24)	Third 12 Weeks (Feb. 27 – June 2)
TEACHER ORIENTATION <ul style="list-style-type: none"> • No later than last day of 1st three weeks Sept. 9 		LAST 15 DAYS OF INSTRUCTION May 12 – June 2
TEACHER SELF-REPORT- I <ul style="list-style-type: none"> • No later than last day of 1st three weeks Sept. 9 	TEACHER SELF- REPORT –II & III <ul style="list-style-type: none"> • 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 • A schedule of required observations for the following week shall be posted by Thursday. (DNA (LOCAL) p. 4 of 5) 	<ul style="list-style-type: none"> • Follow district APPRAISAL CALENDAR (DNA (LOCAL) p. 3 of 5) • May have pre or post conference at request of Teacher or Appraiser
WALK-THROUGH VISITS Teacher Response <ul style="list-style-type: none"> • To be used at the discretion of the appraiser • Documentation shared with teacher within 10 days 		
ADDITIONAL TIME LINE ISSUES Teacher Response <ul style="list-style-type: none"> • Within 10 working days (Appraiser may extend to 15) • May rebut or request 2nd appraisal within 10 working days after receiving documentation. 	SUMMATIVE ANNUAL REPORT CONSIDER <ul style="list-style-type: none"> <li style="width: 50%;">• 5 working days before conference <li style="width: 50%;">• Observation Summary <li style="width: 50%;">• No later than 15 working days before last day of instruction <li style="width: 50%;">• Walk-through documentation <li style="width: 50%;">• Third party/ Teacher documentation TSR I, II, III 	
	SUMMATIVE CONFERENCE <ul style="list-style-type: none"> • No later than 15 working days before the last day of instruction. • May be waived in writing by teacher, NOT BY APPRAISER • If Appraiser is not administrator on campus, principal/asst. or designated supervisory staff will participate. 	



APPRAISAL PERIOD TIME LINE 2004-2005

First 12 Weeks (August 16 – Nov. 5)	Second 12 Weeks (Nov. 8 – Feb. 18)	Third 12 Weeks (Feb. 22 – May 26)
TEACHER ORIENTATION <ul style="list-style-type: none"> • No later than last day of 1st three weeks Sept. 5 		LAST 15 DAYS OF INSTRUCTION May 6 – May 26
TEACHER SELF-REPORT- I <ul style="list-style-type: none"> • No later than last day of 1st three weeks Sept. 5 	TEACHER SELF- REPORT –II & III <ul style="list-style-type: none"> • 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 • A schedule of required observations for the following week shall be posted by Thursday. (DNA (LOCAL) p. 4 of 5) 	<ul style="list-style-type: none"> • Follow district APPRAISAL CALENDAR (DNA (LOCAL) p. 3 of 5) • May have pre or post conference at request of Teacher or Appraiser
WALK-THROUGH VISITS Teacher Response <ul style="list-style-type: none"> • To be used at the discretion of the appraiser • Documentation shared with teacher within 10 days 		
ADDITIONAL TIME LINE ISSUES Teacher Response <ul style="list-style-type: none"> • Within 10 working days (Appraiser may extend to 15) • May rebut or request 2nd appraisal within 10 working days after receiving documentation. 	SUMMATIVE ANNUAL REPORT CONSIDER <ul style="list-style-type: none"> • 5 working days before conference • No later than 15 working days before last day of instruction • Observation Summary • Walk-through documentation • Third party/ Teacher documentation TSR I, II, III 	
	SUMMATIVE CONFERENCE <ul style="list-style-type: none"> • No later than 15 working days before the last day of instruction. • May be waived in writing by teacher, NOT BY APPRAISER • If Appraiser is not administrator on campus, principal/asst. or designated supervisory staff will participate. 	



APPRAISAL PERIOD TIME LINE 2003-2004

First 12 Weeks (August 18 – Nov. 7)	Second 12 Weeks (Nov. 10 – Feb. 13)	Third 12 Weeks (Feb. 17 – May 27)
TEACHER ORIENTATION <ul style="list-style-type: none"> • No later than last day of 1st three weeks Sept. 5 		LAST 15 DAYS OF INSTRUCTION May 7 – May 27
TEACHER SELF-REPORT- I <ul style="list-style-type: none"> • No later than last day of 1st three weeks Sept. 5 	TEACHER SELF- REPORT –II & III <ul style="list-style-type: none"> • 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 • A schedule of required observations for the following week shall be posted by Thursday. (DNA (LOCAL) p. 4 of 5) 	<ul style="list-style-type: none"> • Follow district APPRAISAL CALENDAR (DNA (LOCAL) p. 3 of 5) • May have pre or post conference at request of Teacher or Appraiser
WALK-THROUGH VISITS Teacher Response <ul style="list-style-type: none"> • To be used at the discretion of the appraiser • Documentation shared with teacher within 10 days 		
ADDITIONAL TIME LINE ISSUES Teacher Response <ul style="list-style-type: none"> • Within 10 working days (Appraiser may extend to 15) • May rebut or request 2nd appraisal within 10 working days after receiving documentation. 	SUMMATIVE ANNUAL REPORT CONSIDER <ul style="list-style-type: none"> • 5 working days before conference • No later than 15 working days before last day of instruction • Observation Summary • Walk-through documentation • Third party/ Teacher documentation TSR I, II, III 	
	SUMMATIVE CONFERENCE <ul style="list-style-type: none"> • No later than 15 working days before the last day of instruction. • May be waived in writing by teacher, NOT BY APPRAISER • If Appraiser is not administrator on campus, principal/asst. or designated supervisory staff will participate. 	

FREQUENCY	Except as provided below, each teacher must be appraised at least once during each school year. <i>Education Code 21.203, 21.352(c); 19 TAC 150.1003(a)</i>
EXCEPTION	<p>A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent evaluation rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years. <i>Education Code 21.352(c)</i></p> <p>For purposes of the Professional Development and Appraisal System (PDAS), an area of deficiency is a domain. A teacher must be rated as at least proficient for each domain (that is, for all domains) to be eligible for less frequent appraisals.</p> <p>District policy may stipulate:</p> <ol style="list-style-type: none">1. Whether the appraisal option is to be made available to all teachers;2. Whether the appraisal option is to be adopted Districtwide or is to be campus specific;3. If the appraisal accompanying a teacher new to the District or campus meets the option, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and4. Whether an appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented by cumulative data, including third-party information. <p>The District may choose annually to review the written agreement with the teacher. However, at the end of the school year, the District may modify appraisal options through Board policy and may make changes to expectations for appraisals that apply to all teachers regardless of a teacher's participation in the appraisal option in the previous years.</p> <p><i>19 TAC 150.1003(l)</i></p>
ROLE OF EXTRACURRICULAR ACTIVITIES	A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with extracurricular activities. <i>Education Code 21.353</i>
ACCESS TO EVALUATIONS	<p>The District shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file.</p> <p>Each teacher is entitled to receive a written copy of the evaluation on its completion. The evaluation and any rebuttal may be given to another school district at which the teacher has applied for employment at the request of that district.</p> <p><i>Education Code 21.352(c)</i></p>
CONFIDENTIALITY	A document evaluating the performance of a teacher is confidential. <i>Education Code 21.355</i>
CHOICE OF APPRAISAL METHOD	<p>The District shall use one of the following methods to appraise teachers:</p> <ol style="list-style-type: none">1. The appraisal process and performance criteria developed by the Commissioner [see STATE METHOD, below]; or

2. A locally developed appraisal process and performance criteria [see DISTRICT OPTION and CAMPUS OPTION, below].

Education Code 21.352(a); 19 TAC 150.1001(a)

SELECTION OF
APPRAISAL
METHOD

The Superintendent, with the approval of the Board, may select the state appraisal method. Each district or campus wanting to select or develop an alternative teacher-appraisal system must follow the requirements set forth below at DISTRICT OPTION or CAMPUS OPTION. *19 TAC 150.1001(c)*

Note: The following provisions apply to teacher appraisal using the state appraisal method.

STATE METHOD
(PDAS)

The state appraisal method is the Professional Development and Appraisal System. The foundation for the PDAS is the teacher proficiencies described in *Learner-Centered Schools for Texas: A Vision of Texas Educators*. *19 TAC 150.1001(b), 150.1002(a)*

PERFORMANCE
DOMAINS

Each teacher shall be appraised on the following domains:

1. Domain I: Active, successful student participation in the learning process;
2. Domain II: Learner-centered instruction;
3. Domain III: Evaluation and feedback on student progress;
4. Domain IV: Management of student discipline, instructional strategies, time, and materials;
5. Domain V: Professional communication;
6. Domain VI: Professional development;
7. Domain VII: Compliance with policies, operating procedures, and requirements; and
8. Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System [AEIS]).

Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process from observations, the Teacher Self-Report Form, and other documented sources.

The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

19 TAC 150.1002(b), (c)

Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified. *19 TAC 150.1003(a)*

RATINGS

Each teacher shall be evaluated on Domains I through VIII using the following categories:

1. Exceeds expectations;
2. Proficient;
3. Below expectations; and
4. Unsatisfactory.

The teacher evaluation in Domain VIII shall include the following areas:

1. Efforts to enhance academic performance;
2. Efforts to enhance student attendance;
3. Efforts to identify and assist students in at-risk situations; and
4. Campus performance ratings.

Campus performance rating data for Domain VIII shall be reported (not scored) by the campus or District for the first year of the PDAS implementation and/or during the first year for new teachers to the campus.

19 TAC 150.1002(d)-(f)

ORIENTATION

The District shall ensure that all teachers are provided with an orientation to the PDAS no later than the final day of the first three weeks of school and at least three weeks before the first observation. Additional orientations shall be provided any time substantial changes occur in the PDAS. A teacher new to the District shall be provided with an orientation to the PDAS at least three weeks before the teacher's first observation.

The orientation shall include materials approved by the Commissioner. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the requirements for the completion of the Teacher Self-Report Form. In addition to the orientation, campuses may hold other sessions sufficient in length to allow teachers to actively participate in a discussion of the PDAS specifics and to have their questions answered.

19 TAC 150.1007

TRAINING UPON
ADOPTION OF PDAS

In the initial year of adoption and implementation of the PDAS, selected teachers from each campus shall be given the opportunity to participate in the appraisal training for purposes of disseminating information to colleagues on their campus and assisting, at the discretion of the principal, in the orientation of all campus teachers. These teachers shall be designated as appraisal-orientation facilitators.

Each campus shall offer the opportunity to participate in appraisal training to a number of teachers equal to the number of campus administrators; however, each campus shall have at least one teacher participant. The principal shall select representative teachers from nominations submitted by the site-based decision-making (SBDM) committee. The principal may select representatives other than those nominated by the SBDM committee when nominated teachers are unable to attend appraisal training.

The District shall pay the training fees for its teachers attending the PDAS appraisal training.

The District shall make available additional training for teachers as part of the District's menu of professional development opportunities. All teachers are eligible to participate in appraisal and/or Instructional Leadership Training (ILT) or Instructional Leadership Development (ILD) training at their own expense.

19 TAC 150.1008

APPRAISERS

The teacher appraisal process requires at least one appraiser.

TEACHER'S
SUPERVISOR

The teacher's supervisor shall conduct the teacher's appraisal and must hold a superintendent, mid-management (principal), or supervisor certification, or must hold comparable certificates established by the State Board for Educator Certification. An appraiser other than the teacher's supervisor must be approved by the Board, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience.

SAME CAMPUS

A classroom teacher may not appraise another classroom teacher at the same campus unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade-level whose job description includes classroom observation responsibilities.

CERTIFICATION

Before conducting appraisals, an appraiser must be certified by having satisfactorily completed uniform appraiser training. Periodic recertification and training shall be required.

Education Code 21.351(c); 19 TAC 150.1006

APPRAISAL
CALENDAR

The District shall establish a calendar for teacher appraisals. The appraisal period for each teacher must include all of the days of the teacher's contract.

Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.

The calendar shall:

1. Exclude observations in the three weeks after the day of completion of the PDAS orientation in the school years when an orientation is required;
2. Exclude observations in the three weeks after the day of completion of the PDAS orientation for teachers new to the PDAS;
3. Exclude observations in the first three weeks of instruction in the school years when the PDAS orientation is not required;
4. Prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the Board; and
5. Indicate a period for summative annual conferences that ends no later than 15 working days before the last day of instruction for students.

19 TAC 150.1003(d)

A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required. *Education Code 21.352(d); 19 TAC 150.1003(c)*

APPRAISAL
PROCESS

The annual appraisal shall include:

1. At least one classroom observation of a minimum of 45 minutes, with additional walk-throughs and observations conducted at the discretion of the appraiser.

By mutual consent of the teacher and appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

A written summary of each observation shall be given to the teacher within ten working days after the completion of an observation, with a pre- and post-observation conference conducted at the request of the teacher or appraiser;

2. Completion of Section I of the Teacher Self-Report Form that shall be presented to the principal:
 - a. Within the first three weeks from the day of completion of the PDAS orientation;
 - b. Within the first three weeks from the day of completion of the PDAS orientation, for teachers new to the PDAS; or
 - c. Within the first three weeks of instruction in the school years when the PDAS orientation is not required.

Revision of Section I, if necessary, and completion of Sections II and III of the Teacher Self-Report Form shall be presented to the principal at least two weeks before the summative annual conference;

3. Cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations; and
4. A written summative annual appraisal report and a summative annual conference, described below. *19 TAC 150.1003(b), (g)*

CUMULATIVE
DATA

SUMMATIVE
REPORT AND
CONFERENCE

SUMMATIVE REPORT	<p>A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period. <i>19 TAC 150.1003(h)</i></p>
SUMMATIVE CONFERENCE	<p>Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the District calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources. <i>19 TAC 150.1003(i)</i></p> <p>If the appraiser is not an administrator on the teacher's campus, the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus will participate in the summative annual conference. <i>19 TAC 150.1003(j)</i></p>
DOCUMENTATION	<p>During the appraisal period, the appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in the PDAS. The appraiser is responsible for documentation of cumulative data. <i>19 TAC 150.1003(e), (f)</i></p> <p>Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser.</p> <p>Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within ten working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.</p> <p><i>19 TAC 150.1003(f)</i></p> <p>Any documentation collected after the summative conference but before the end of the contract term during one school year may be considered as part of the appraisal of a teacher. If the documentation affects the teacher's evaluation in any domain, another summative report shall be developed and another summative conference shall be held to inform the teacher of the change(s). <i>19 TAC 150.1003(k)</i></p>
TEACHER RESPONSE	<p>A teacher may submit a written response or rebuttal after receiving a written observation summary, summative annual appraisal report, and/or any other documentation associated with the teacher's appraisal. The rebuttal is to be attached to the evaluation in the teacher's personnel file.</p> <p>Any written response or rebuttal must be submitted within ten working days of receiving the written summary, documentation, or report. At the discretion of the appraiser, this time period may be extended to 15 working days.</p> <p><i>Education Code 21.352(c); 19 TAC 150.1005(a), (b)</i></p>
REQUEST FOR SECOND APPRAISAL	<p>A teacher may request a second appraisal by another appraiser after receiving a written observation summary and/or a written summative annual appraisal report. <i>Education Code 21.352(c); 19 TAC 150.1005(c)</i></p> <p>The second appraisal must be requested within ten working days of receiving the summary or report. At the discretion of the appraiser, this time period may be extended to 15 working days. <i>19 TAC 150.1005(d)</i></p>
PROCEDURE FOR SECOND APPRAISAL	<p>The District shall adopt written procedures for determining the selection of second appraisers. The procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed. <i>19 TAC 150.1005(g)</i></p>

The second appraiser shall appraise the teacher in all domains and shall make observations and walk-throughs as necessary to evaluate Domains I through V. The second appraiser shall use the Teacher Self-Report Form and cumulative data from the first appraisal to evaluate Domains VI through VIII. Cumulative data may also be used by the second appraiser to evaluate other domains. *19 TAC 150.1005(f)*

A teacher may be given notice of the date or time of a second appraisal, but advance notice is not required. *Education Code 21.352(c); 19 TAC 150.1005(e)*

APPEALS

The District shall adopt written procedures for a teacher to present grievances and receive written comments in response to the written annual report. *19 TAC 150.1005(g)*

Note: The following provisions apply to teacher appraisal using the District-developed appraisal method.

DISTRICT OPTION

A district that does not want to use the PDAS must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined below.

The Texas Teacher Appraisal System (TTAS) is no longer a state-recommended system. However, the TTAS may be used as a local option governed by the process outlined below. If adopted as a local option, the TTAS must be modified to comply with Education Code 21.351(a)(1) and (2). [See APPRAISAL PROCESS, below]

DEVELOPMENT OF APPRAISAL SYSTEM

The District-level planning and decision-making committee shall:

1. Develop an appraisal process;
2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and
3. Consult with the campus-planning and decision-making committee on each campus in the District.

APPRAISAL PROCESS

The appraisal process shall include:

1. At least one appraisal each year;
2. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and
3. Criteria based on observable, job-related behavior, including:
 - a. Teachers' implementation of discipline management procedures; and
 - b. Performance of the teachers' students.

BOARD ACCEPTANCE

The District-level planning and decision-making committee shall submit the appraisal process and criteria to the Superintendent, who shall submit the appraisal process and criteria to the Board with a recommendation to accept or reject.

The Board may accept or reject, with comments, the appraisal process and performance criteria, but may not modify the process or criteria.

Education Code 21.352(a)(2), (b); 19 TAC 150.1009(a)

Note: The following provisions apply to teacher appraisal using the campus-developed appraisal method.

CAMPUS OPTION	A campus within the District may choose to develop a local appraisal system.
DEVELOPMENT OF APPRAISAL SYSTEM	<p>The campus planning and decision-making committee shall:</p> <ol style="list-style-type: none"> 1. Develop an appraisal process; 2. Develop evaluation criteria, including discipline management and performance of the teachers' students; and 3. Submit the process and criteria to the District-level planning and decision-making committee.
APPRAISAL PROCESS	<p>The appraisal process shall include:</p> <ol style="list-style-type: none"> 1. At least one appraisal each year; 2. A conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and 3. Criteria based on observable, job-related behavior, including: <ol style="list-style-type: none"> a. Teachers' implementation of discipline management procedures; and b. Performance of the teachers' students.
BOARD ACCEPTANCE	<p>Upon submission of the appraisal process and criteria to the District-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the Superintendent.</p> <p>The Superintendent shall submit to the Board:</p> <ol style="list-style-type: none"> 1. The recommended campus appraisal process and criteria; 2. The District-level planning and decision-making committee's recommendation; and 3. The Superintendent's recommendation. <p>The Board may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.</p>

Education Code 21.352(a)(2), (b); 19 TAC 150.1009(b)

DATE ISSUED: 11/02/2004
 UPDATE 74
 DNA(LEGAL)-P

This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]

TEACHER
APPRAISALS

All classroom teachers will be appraised with either the Professional Development and Appraisal System (PDAS) or the Alternate Teacher Appraisal Record (ATAR). All requirements indicated by the PDAS will be followed unless otherwise specified by this local policy. Appraisal records and other documentation developed as part of the Professional Development and Appraisal System (PDAS) or the Alternate Teacher Appraisal Record (ATAR) may be used for staff development purposes and for employment decisions.

FREQUENCY OF
OBSERVATIONS
UNDER PDAS

Minimum requirements for appraisals under PDAS shall be as follows:

1. A minimum of four observations, two observations by each of two appraisers shall be required for:
 - a. First-year (beginning) teachers.
 - b. Teachers on a fourth-year probationary contract.
 - c. Teachers returned to a probationary contract from a continuing contract.
 - d. Teachers whose score in any domain is "unsatisfactory" in the most recent PDAS appraisal.
2. A minimum of two observations, by either one appraiser or two appraisers, shall be required for:
 - a. Teachers new to the District who are not first-year teachers.
 - b. Teachers whose score is "below expectations" in two or more domains on the most recent PDAS appraisal.
3. A minimum of one observation by one appraiser shall be required for all other teachers except those who are appraised with the ATAR in accordance with District policy. Any teacher who qualifies for one observation by one appraiser shall be scheduled for two observations if either:
 - a. The teacher submits a written request for a second observation to the teacher's appraiser; or
 - b. The teacher's appraiser provides written notification to the teacher that a second observation will be scheduled.

Such written request or notification may be presented at any time during the school year, but no later than ten working days following receipt of the written report from the initial observation.

4. A teacher hired after November 1 shall be appraised as follows:
 - a. Two observations for first year (beginning) teachers.
 - b. One observation for teachers new to the District who are not first year teachers.

CHOICE OF
OBSERVERS

When two observations by two appraisers are planned, either the teacher, the appraiser, or the principal may request that the same appraiser conduct the second observation. This request is subject to final approval by the campus principal.

AVERAGING
DOMAIN SCORES

When more than one observation is required/requested, the scores will be averaged by domain.

FORMATIVE
OBSERVATIONS

When a total of four observations, two observations by each of two appraisers, is required, the first observation by each appraiser shall be conducted in the first observation cycle and shall be formative. The second observation by each appraiser shall be conducted in the second observation cycle and shall be used in calculating the domain scores.

THREE-YEAR CYCLE

Teachers observed using the PDAS who are on a continuing or two-year term contract and who agree in writing may be placed on a three-year cycle if their ratings on the most recent PDAS evaluation meet all the following criteria:

1. No domain score less than "proficient";
2. Four out of eight domain scores are "exceeds expectations";
3. At least two of the first four domain scores are "exceeds expectations"; and
4. No area of deficiency is addressed on the PDAS.

An Alternate Teacher Appraisal Record (ATAR) shall be completed on those teachers who have qualified under local District policy for the three-year cycle on the years when they are not being observed using PDAS. An ATAR may be used for a maximum of two years only, followed by PDAS the third year.

Domain ratings on the ATAR that indicate "required improvement" in any domain will activate an appraisal with the PDAS the following year with a minimum of one observation. At any time, either the teacher or the principal may decide that a full PDAS appraisal be conducted by providing written notice to the other party a minimum of two weeks prior to the date the observation would need to be scheduled.

APPRAISAL CALENDAR

The first observation cycle ends on the last instructional day before winter vacation; the second observation cycle ends on the last instructional day of the school year. The third observation cycle (for single observation) ends on the last instructional day of the school year.

No formal observations may be conducted during the first three weeks of school or on the day before any official school holiday. Formal observations for the second observation cycle must be conducted after the first observation cycle ends. Except for extenuating circumstances, all formal observations for the first observation cycle shall be completed by two days prior to winter break, and all formal observations for the second observation cycle shall be completed in time for a written summative annual appraisal report to be given to the teacher no later than five working days before the summative conference. The summative conference shall be held at least 15 days prior to the last instructional day.

Additional observations, formal or informal, may occur during either observation cycle.

APPRAISERS

All administrative and supervisory personnel who are certified by the state as appraisers may function in that role. The specific appraisers assigned to each teacher shall be designated at the campus level.

District-level supervisory and administrative personnel shall be expected to provide reports to principals as appropriate for incorporation into the appraisal process as cumulative data. A District-level supervisor or administrator may be assigned as a second appraiser only with the approval of the deputy superintendent for instruction.

FORMAL OBSERVATIONS

A schedule of required observations for the following week shall be posted by Thursday. The posting shall include teachers, appraisers, the day and time/class period of the scheduled observation. Formal observations beyond those required under state and local guidelines may be scheduled or unscheduled at the discretion of the appraiser. A different day and/or time/class period for an observation may be scheduled by mutual consent of the teacher and appraiser after the weekly notice has been posted.

SECOND OBSERVATION REQUESTED

A teacher may request a second appraisal by another appraiser:

1. After receiving a written observation with which the teacher disagrees; and/or
2. After receiving a written annual summative report with which the teacher disagrees.

The teacher shall submit a written request for a second appraisal to the teacher's appraiser and to the principal within ten working days of receiving a written observation summary or a

written annual summative report. If the employee seeks to grieve under DGBA(LOCAL) or at the discretion of the appraiser, this time period may be extended to 15 working days.

Upon receipt of the request for a second observation, the principal shall respond to the request within five working days and provide the name of the second appraiser. The principal shall also obtain a signed waiver of observation/conferencing timelines from the teacher, if necessary.

Generally, the administrator shall select an administrator on the teacher's campus who is not scheduled to appraise the teacher within that appraisal calendar year. The administrator has the discretion to request an off-campus administrator to act as a second appraiser.

The request for an off-campus appraiser is submitted by the principal to the deputy superintendent for instruction who shall then select a trained district appraiser. A list of current trained appraisers shall be maintained and updated annually by the deputy superintendent for administration.

INFORMAL OBSERVATIONS

Informal observations may be scheduled or unscheduled. Information obtained through informal observations that is utilized as cumulative data in the appraisal process must be documented as required under state guidelines.

TIME WAIVERS

In case of teaching assignments that are not considered appropriate for formal observations of 45 consecutive minutes, required observations may be conducted in shorter time intervals when the requirement of consecutive minutes is waived by mutual agreement between the teacher and the appraiser. Under such waivers, observations may be conducted in intervals of no less than 15 minutes for a cumulative total of 45 minutes. Waivers must be determined before the first observation of a teacher in an appraisal period and shall be documented by a written agreement filed with the appraiser.

WAVE OFF

Each teacher shall have the option to "wave off" each observer one time per year. The observer may elect to "wave off" the observation any time the classroom activities/conditions do not lend themselves to a productive observation.

CONFERENCES

Pre-observation conferences are optional and may be requested by either the teacher or the appraiser.

Post-observation conferences shall be conducted within ten working days after the completion of an observation. The observation summary for Domains I through V shall be presented to the teacher at the post-observation conference.

Prior to the summative conference each appraiser shall independently score Domains VI through VIII.

A written annual summative report shall be shared with the teacher no later than five working days before the summative conference and the summative conference shall be held no later than 15 working days before the last day of instruction for students.

TEACHER SELF-REPORT

In accordance with state guidelines, the teacher self-report shall be completed annually by all teachers.

EMPLOYMENT DECISIONS

When relevant to the decision, written evaluations of a full-time, certified professional employee's performance, as documented to date, and any other information the administration determines to be appropriate shall be considered in decisions affecting contract status.

For teachers, evaluative information shall include at least the PDAS to date and any additional applicable documentation.

EXCEPTION

Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract at the end of the contract term.

GRIEVANCES

Teachers may present grievances concerning the evaluation process in accordance with the District's grievance policy. [See DGBA]

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This online presentation of your district's policy is an electronic representation of TASB's record of the district's currently adopted policy manual. It does not reflect updating activities in progress. The official, authoritative manual is available for inspection in the office of the Superintendent. [See BF (LOCAL) for further information.]