



Professional Development and Appraisal System

Teacher Orientation

Welcome to PDAS Teacher Orientation

- ▶ Please be sure you have signed in.
- ▶ Help yourself to coffee, etc.
- ▶ Please introduce yourself to your “new friends” at your table.
- ▶ Take a minute to look through your materials.

Getting Ready



Introductions

Ground Norms

Logistics

PDAS Teacher Orientation

- ▶ A school district shall ensure that all teachers are provided with an orientation of the Professional Development and Appraisal System (PDAS) no later than the final day of the first three weeks of school and at least three weeks before the first observation.
- ▶ Your understanding of the information in this orientation will be greatly enhanced by your active participation.
- ▶ We will need to keep to our schedule in order to finish on time.



PDAS Teacher's Manual

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Overview of the System

This presentation provides an overview of the elements of the PDAS system and its goal:

“...to improve student performance through the professional development of teachers.”



PDAS Characteristics

- ▶ Learner Centered
- ▶ Aligned
- ▶ High Standard of Proficiency
- ▶ Teacher Growth and Teacher Improvement
- ▶ Collaboration

Appraisal Process Steps

- ▶ Teacher Orientation
- ▶ Teacher Self Report (TSR)
- ▶ Formal Classroom Observation
- ▶ Walkthroughs
- ▶ Student Performance as seen in Campus Performance Rating and AYP
- ▶ Summative Annual Report/Conference



APPRAISAL PERIOD TIME LINE

SCHOOL CALENDAR YEAR

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

Classroom Centered Domains

Domain I

- ▶ Highlight “Active, successful student participation” in Domain I Title.
- ▶ Highlight “Engaged in learning” Criterion 1. This is a critical attribute.
- ▶ Highlight “Successful in learning” in Criterion 2.
- ▶ With your group, find and highlight the critical attributes in Criteria 3, 4, and 5.
- ▶ You can check your work by looking at the OSF.

Classroom Centered Domains

Domain II

- ▶ Turn to Domain II.
- ▶ Highlight the domain title.
- ▶ Highlight the critical attributes as before and self-check using the OSF in your manual.



Examples

- ▶ At each table, identify an example for each of the criteria in Domains I and II from the classroom segments. They were:
 - High School Art
 - High School Geometry
 - Middle School English
 - High School Spanish
 - Life Skills
 - Elementary Bilingual Reading
 - Elementary Reading

Classroom Centered Domains

Domains III, IV, and V

- ▶ Turn to Domains III, IV, and V and highlight the Domain title and critical attributes.
- ▶ Self-check using the OSF.



Classroom Centered Domains

Domain III

- ▶ You just viewed examples of evaluation and feedback.
 - 4th Grade Class
 - High School History Class
 - High School Physics Class
- ▶ With your group, identify examples of each of the six criteria in Domain III.

Classroom Centered Domains

Domain IV

- ▶ Locate your Scoring Criteria Guide.
- ▶ Turn to Domain IV, Criterion 1.
- ▶ Notice that additional information is available in the Scoring Criteria Guide.
- ▶ Read notes (1) and (2) at the bottom of the page. These notes show that there is a “higher standard” for the criteria in Domain IV.
- ▶ Return to your Appraisal Framework and highlight the domain title and critical attributes.

Classroom Centered Domains

Domain V

- ▶ Highlight the critical attributes.
- ▶ It is unlikely that appraisers will observe all of the criteria in Domain V in the classroom.
- ▶ With your group, identify which criteria are likely to be seen in the classroom and which are not.

IMPORTANT TO KNOW

Your appraiser may not have evidence to rate every criteria in Domain V on the OSF. In the formal observation, some of the criteria may not have been observed in the classroom.

Professional Development

Domain VI

- ▶ Find Domain VI in your PDAS Framework.
- ▶ Highlight the domain title and critical attributes.
- ▶ Inference cannot be used in Domain VI.
- ▶ Remember, “The goal of PDAS is to improve student performance through the professional development of teachers.”

“Just Do It”

Domain VII

- ▶ Find Domain VII in your PDAS Framework.
- ▶ Highlight the domain title and critical attributes.
- ▶ In Domain VII, inference can be used to score “Proficient” only if there is no evidence of non-compliance with policies.



Improvement of Academic Achievement of All Students on Campus

Domain VIII

- ▶ Find Domain VIII - Improvement of Academic Achievement of All Students in your Appraisal Framework and highlight the domain title and critical attributes of criteria 1-9.
- ▶ According to state law, student performance must be included in each teacher's appraisal.



Criterion 10

Domain VIII

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.

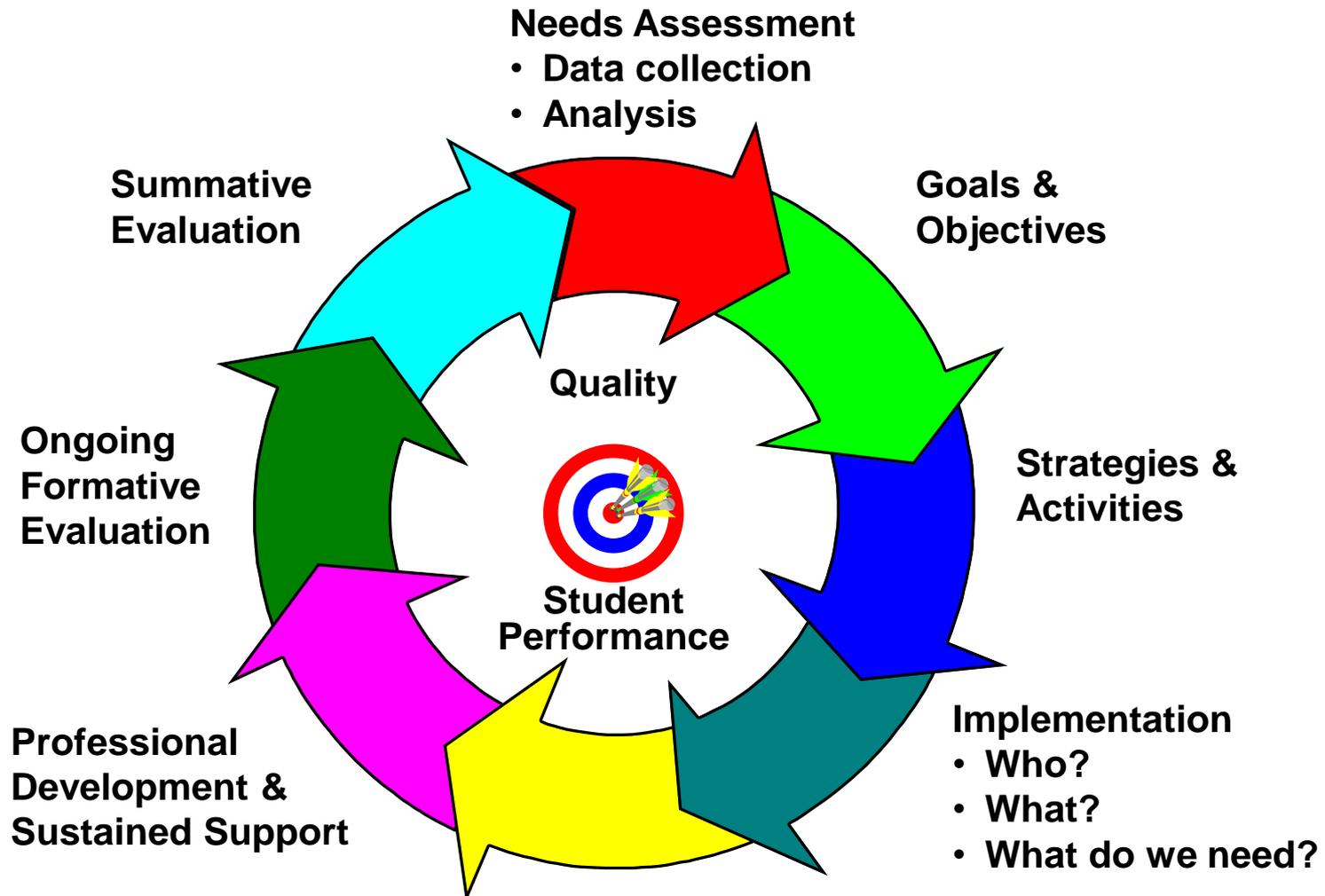
_____	_____	Final Total Domain VIII
Participation	Performance	<input type="text"/>
_____	_____	
Graduation Rate/Attend	Participation & Performance	(Sum of 1-10)

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

Continuous Improvement Process



Teacher Self Report (TSR)

Primary Documentation Tool

The TSR:

- ▶ Gives you an opportunity to have input into your appraisal process.
- ▶ Serves as a platform to align instruction.
- ▶ Is a reflective tool.
- ▶ Provides the mechanism to submit Section I of the TSR in accordance with the timeline (no later than three weeks after this orientation).



Classroom Observation

- ▶ The formal observation will take place according to your district's guidelines and is a minimum of 45 minutes.
- ▶ Walkthroughs can take place any time during the year and may be any length the appraiser feels is necessary.

Scoring Factors and Performance Level Indicators

- ▶ Critical Attributes
- ▶ Quality
- ▶ Quantity

Quality Scoring Standards

- S trength
- I mpact
- V ariety
- A lignment

Strength

- Thinking at high cognitive levels
- Depth & Complexity
- Significant Content
- Connecting within/across disciplines & work/life applications
- Effective, clear & substantive

Impact

- Promotes student success
- Effective use of assessments
- Data-driven decision making
- Responsibility
- Reflection
- Challenging

Variety

- Varied student characteristics
- Differentiated instruction
- Support strategies & services

Alignment

- Curriculum, instruction and assessment aligned with TEKS & district objectives
- Targeted instruction
- Congruent

Quantity

- ▶ Can you see it?
- ▶ Did it happen?
- ▶ How often?
- ▶ How many students?

Classroom Example

In the following example, classroom observations will be discussed as related to the SIVA.

In the science lesson, what evidence do you see to indicate “Proficient” or above?



Teacher Self Report

Parts II and III

- ▶ Parts II and III of the TSR give you an opportunity to give your appraiser additional information about your efforts to improve your students' performance.
- ▶ In the next example, listen to how some teachers answered these questions.



Summative Annual Conference

- ▶ Your summative annual conference will occur within the required timeline, and “...shall focus on the written summative report and related data sources.”*
- ▶ In the last example, you will see how a Summative Annual Conference might look and sound.

*from §150.1003. Appraisals, Data Sources, and Conferences of the Commissioner’s Rules



All that's left . . .

▶ PDAS Teacher Checklist

- Campus completion of orientation
- TSR, Section I by _____.
- Observation and other data - walkthroughs
- Conference(s)
- TSR, Sections II & III by _____.
- Summative Annual Conference
by _____.

▶ Questions today?

▶ Questions later – Your administrator or _____

Professional Development and Appraisal System

Remember, “The goal of PDAS is to improve student performance through the professional development of teachers.”