



These slides are meant to be used in conversation with new teachers. A copy of these slides is in the packet you received for the new hire. The link you received has additional information for your use.

Text is not intended as a script, but may serve to guide comments during the orientation.

All new hires must receive the PDAS manual and the PISD Appraisal Calendar. District PDAS policy, DNA(LOCAL), is included in the manual sent for the new hire.

PDAS Orientation must be completed at least 3 weeks before any observation or walk-through may occur.

The campus is responsible for entering PDAS Orientation and the correct date on which the orientation was completed into MLP for formal district documentation purposes.



PART I: Overview

The Philosophy of PDAS

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This Orientation is divided into three parts:

Part I: A brief overview of PDAS.

Part II: Details regarding PDAS indicators and details

Part III: Details regarding the appraisal process

Point out that while it is an appraisal process, it also is a meaningful representation of good instruction, which is the best way to represent PDAS to new staff.

Ask the teacher to take pages 5-16 out of the manual for use during the Orientation.



About PDAS

- State mandated since 1997
- Goal: “To improve student performance through the professional development of teachers.”

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Data from the appraisal often is used to guide the professional growth of teachers.



Philosophy of PDAS

- ▶ Learner Centered
- ▶ Aligned
- ▶ High Standards of Proficiency
 - Domain specific critical attributes
 - Quality
 - Quantity
- ▶ Teacher Growth and Improvement
- ▶ Collaboration
- ▶ Year-Long Evaluation (CIP Model)

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Learner-centered: focus is on the student's learning experience

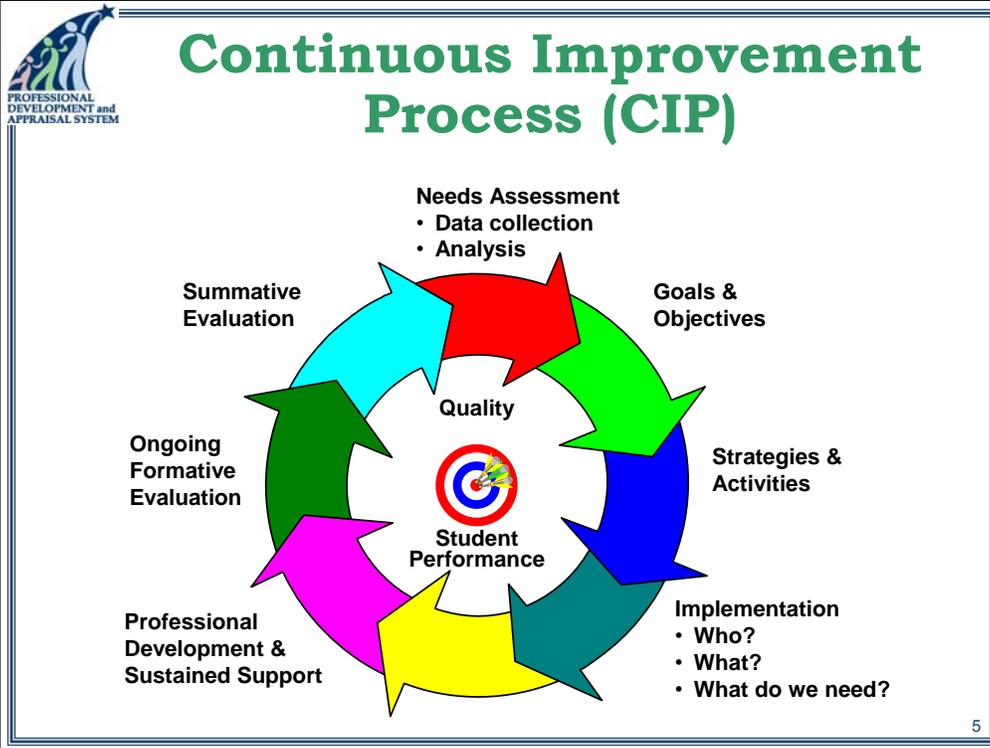
Aligned: PDAS is aligned to the state accountability system

High Standards of Proficiency: While some people see the word 'proficient' as acceptable, in PDAS Proficient represents a high standard of student engagement, which will become evident later in this orientation

Teacher Growth and Improvement: the PDAS process fosters reflection and observation, both leading to professional growth

Collaboration: the teacher and the appraiser collaborate throughout the process

Year-Long Evaluation: PDAS acknowledges that adjusting instruction to meet the needs of students is the norm, so the process allows for the teacher to adjust instruction to meet needs, which suits the model of continuous improvement.



Like any cycle, you can 'join' it in progress at any point. The summative information from one year (for student or teacher) informs the beginning of following year.



“Chunk” the Manual

	Page
Commissioner’s Letter	2
Legal Considerations (TEC and TAC).....	17
Appraisal Period Timeline	36
Framework	37
Observation Summary Form (OSF)	47
Teacher Self Report (TSR).....	56
Scoring Factors / Criteria Guide	63
Appendices	120

It is helpful to have the teacher paperclip each of the following areas. As they do, be sure to draw staff attention to: (have staff highlight for emphasis)

Page 25, (a) bullets 1 and 2

Page 26, (c) stem

Mention that state and district policies regarding PDAS are in this manual for easy reference at any time during the year.

Point out the district policy in the slides portion of the manual.



PART II: Nuts and Bolts

The Domains

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Part II is about the domains themselves. It may be helpful to ‘chunk’ the domains into heavily classroom focused (I-IV) and mixed classroom, professional skills, and student achievement (V-VIII).

This section creates the opportunity for administrators to build the new hire’s understanding regarding campus expectations.

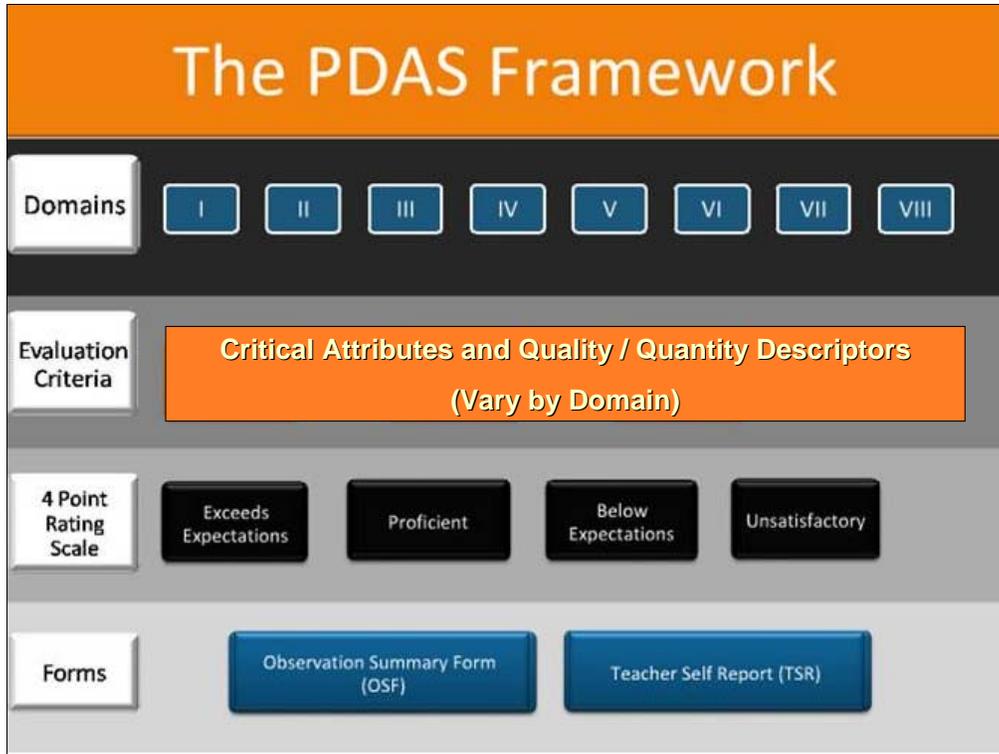
It is recommended that the Scoring Criteria Guide is used (Quality) to guide this discussion. Quantity descriptors are found in the Framework, which may not drill down enough to expose expectations. Select a few descriptors in advance to guide this conversation.

Seek input from the new hire input regarding what a learner-centered classroom looks like as described in Domains I-IV.



Layers of PDAS

- ▶ **Domains**: broad categories of appraisal
- ▶ **Evaluation Criteria**: critical attributes for each Domain
- ▶ **Scoring Criteria**: Quality and quantity descriptors for each criteria



Address the rating scale.

This slide also provides a visual of the process including the reports, which are addressed in Part III of this orientation.



Scoring Factors and Performance Level Indicators

- ▶ Domain Specific Critical Attributes
- ▶ Quantity
- ▶ Quality

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Domain Specific Attributes are the scoring criteria, etc.

Both quantity and quality are measured, which will be discussed after looking at the first four domains.



Domains I-IV **(refer to the Manual)**

- 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**

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Flip through the domains and highlight criteria of your choice.



Quality

Strength

conceptual understanding
depth / complexity
substantive content
life experience connections
cross disciplines

Impact

energy, interest, ownership
challenging
promote reflection
promote responsibility
data-informed

S.I.V.A.

Variety

Incorporates different learning paths
meet various needs
differentiate strategies

Alignment

instruction related to assessment
TEKS / TAKS
district expectations

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A summary of quality. This is a good opportunity to see if the new hire can recall anything from Domains I through IV in relation to these categories.



Quantity

- ▶ Can you see it? / Did it happen?
- ▶ How often? For how many students?
 - ▶ Unsatisfactory (Less than half)
 - ▶ Below Expectations (Some, 50-79%)
 - ▶ Proficient (Most, 80-89%)
 - ▶ Exceeds Expectations (All / Almost All, 90-100%)

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Great time to point out the high expectations of Proficient.



Domain V

Professional Communication

- ▶ It is unlikely that appraisers will observe all of the criteria in Domain V in the classroom.

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Explain that all professional communication is considered in Domain V, whether in the classroom or beyond the classroom. This could include demeanor with students before and after school, with parents in the bus line / pick up line, email with parents and the community, and communication with staff.



Domain VI

Professional Development

- ▶ Inference cannot be used in Domain VI. There must be evidence.
- ▶ “Varied and collaborative targeting student and district needs”
- ▶ Remember: “The goal of PDAS is to improve student performance through the professional development of teachers.”

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This slide and the next slide work together. All district training days are contract days.



Professional Learning

- ▶ 30 hours required by PISD policy (days in contract)
- ▶ Professional Learning Calendar
 - ▶ New Teacher In-Service (August 10-12)
 - ▶ August 15 campus
 - ▶ August 16 Convocation and campus
 - ▶ August 17 Curriculum / Program
 - ▶ August 18 Curriculum / Program
 - ▶ August 19 Planning Day
 - ▶ February 20 Curriculum / Program
- ▶ Staff meetings, planning periods, book studies, online courses, **PD 360**, conferences, etc
- ▶ MyLearningPlan software records training in PISD
- ▶ Keep certificates from externally delivered training

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2011-2012 dates

Great opportunity to explain staff meetings and other expectations, mentoring, etc., at your campus.



Domain VII

Compliance - “Just Do It”

In Domain VII, inference can be used to score “Proficient” only if there is no evidence of non-compliance with policies.

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This domain is a policy domain, so there is no opportunity to ‘exceed’ the expectation of following national, state, and district laws and policies.



Domain VIII

Improvement of Academic Performance of All Students On Campus

- ▶ **Accountability Domain**
- ▶ **According to state law, student performance must be included in each teacher's appraisal.**
- ▶ **Wild Card Criteria #10**

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This domain provides the link to student achievement and federal/state accountability. It is critical to walk the teacher through the next slide so that he/she understands Criterion X.



Domain VIII

Criterion 10

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)

**Reported,
but not
scored in
first year on
campus.**

**Teacher's 1st Year
on Campus**
37 to 45
23 to 36
7 to 22
0 to 6

**Teacher's Subsequent
Years on Campus**
Exceeds Expectations 40 to 50
Proficient 24 to 39
Below Expectations 8 to 23
Unsatisfactory 0 to 7



PART III: The Process

Who, When, How

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Part III addresses the appraisal process.

The text on the remaining slides serves to guide comments.



The Appraisal Process

- ▶ Step 1: Teacher Orientation
- ▶ Step 2: Teacher Self Report (TSR), Part 1
- ▶ Step 3: Observations / Walkthroughs
- ▶ Step 4: Teacher Self Report, Parts 2 & 3
- ▶ Step 5: Observation Summary Form (OSF)
- ▶ Step 6: Summative Conference



Teacher Self Report Part 1 (p 56)

- ▶ Aligns PDAS to state accountability (TEKS / TAKS / STAAR / EOC) and other appropriate assessments
- ▶ What type of data will be used to measure and monitor performance?
- ▶ Gives you an opportunity to reflect and have input
- ▶ Completed within first 3 weeks of school



Observation

- ▶ **Classroom Observation** – unannounced for a minimum of 45 minutes (You and your appraiser may agree in writing on shorter segments that add up to 45 minutes.)
- ▶ **Walkthroughs** - any time during the year and may be any length the appraiser feels is necessary (unlimited)
- ▶ **Documentation** that will influence the appraisal must be shared with the teacher in writing within 10 days of the appraiser's knowledge of the occurrence.



Who?

- Your principal or trained administrator.



When?

- ▶ No sooner than three weeks after the start of school (or orientation)
- ▶ You or the appraiser may request a pre or post observation conference.
(Recommended)
- ▶ Not before a major holiday



PISD Calendar

Pre-Service Orientation	July 29 through August 9, 2011
Appraisal Year	Monday, August 22, 2011 through Friday, June 1, 2012
TSR Section I	No later than September 9, 2011
Observations	Monday, September 12, 2011 through Thursday, May 3, 2012
Summative Conferences	No later than May 11, 2012 May be waived in writing by TEACHER, not Appraiser
No formal observations may be conducted on the days listed.	October 20-21, 2011 November 22, 2011 December 13-16, 2011 January 13, 2012 February 17, 2012 March 9, 2012 April 5, 2012
Review and testing days.	No formal observations may be held on semester review days, exam days, or on days scheduled for TAKS or other standardized tests. (DNA Local)
TSR Sections II & III	At least two weeks prior to Summative Conference, but no later than April 26, 2012
Summative Conferences	Completed by May 11, 2012

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Go over the district appraisal calendar in relation to the time of year of the new hire.



Teacher Self Report

Part 2 (p 60)

- ▶ TSR Part 2: How “in tune” are you to individual student needs, and how do you address individual needs?



Teacher Self Report

Part 3 (p 61)

- ▶ TSR Part 3: How did your professional development experiences align with district / campus goals and student needs?



The OSF (p 47)

- Observation Summary Form
- Domains and Critical Attributes
- Ratings
- Comments
- Strengths and Professional Development



Summative Report & Conference

- ▶ Your summative annual conference will occur within the required timeline, and “...shall focus on the written summative report and related data sources.”
 - ▶ Observation data
 - ▶ Walkthrough data
 - ▶ TSR Parts 1, 2, and 3
- ▶ No later than 15 days before the last day of instruction. You must receive a copy of the summative report 5 days before your conference. You may waive the conference.
- ▶ You may request a 2nd appraisal, but must do so in accordance with district procedures within 10 days of the Summative Conference. (pages 24-26)

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Be sure to have “PDAS Orientation” and the correct date entered into MLP.