

## PDAS Instructional Activity: Two Variations

| Standard Table Groups   | myPad Table Groups  |
|---|---|
| <p><b>Time:</b> Approximately 25 – 30 minutes</p> <p><b>Seating:</b> Mixed grade levels / subject areas</p> <p><b>Materials:</b> <i>PDAS Quality and Quantity Standards.</i></p> <p><b>Assign</b> each table a <u>Quality Standard</u>. Standards will be repeated. (You might decide to assign certain standards to certain tables.)</p> <p><b>Task:</b><br/>(10 -12 minutes) What are the day-to-day challenges of meeting the quality and quantity expectations for your assigned standard, and how do you overcome these challenges?</p> <p><b>Debrief:</b><br/>(10 -12 minutes) Tables share out. Do this for each of the four standards. Use this opportunity to share <u>your</u> PDAS expectations.</p> <p><b>Closure:</b> <u>Create</u> a poll in PollEverywhere. Choices might include:</p> <ul style="list-style-type: none"> <li>• raising cognitive levels</li> <li>• depth and complexity</li> <li>• connections across disciplines</li> <li>• formative assessment</li> <li>• non-traditional assessment</li> <li>• interpreting assessment data</li> <li>• differentiation for identified groups</li> </ul> <p>Ask the staff to vote for the strategy that they want to focus on this year. Acknowledge this information in your annual PD plans.</p> <p><b>Collaborative Follow-Up:</b> Enter top staff responses in myPad under the headings used in PollEverywhere. In future staff meetings, access the myPad space again and ask for new success stories to add under the appropriate heading(s) as the year continues for all to access and contribute.</p> | <p><b>Time:</b> Approximately 25 – 30 minutes</p> <p><b>Create</b> a one myPad space for this activity. Enter table numbers in myPad, leaving blank space below each table number.</p> <p><b>Place</b> a table number and a laptop on each table.</p> <p><b>Seating:</b> Table groups. Each table selects a scribe.</p> <p><b>Materials:</b> <i>PDAS Quality and Quantity Standards.</i></p> <p><b>Assign</b> each table a <u>Quality Standard</u>. Standards will be repeated. (You might decide to assign certain standards to certain tables.) The scribe enters the standard under their table number and captures table discussion.</p> <p><b>Task 1:</b><br/>(10 -12 minutes) What are the day-to-day challenges of meeting the quality and quantity expectations for your assigned standard, and how do you overcome these challenges?</p> <p><b>Task 2:</b><br/>(6 – 8 minutes) Read the responses from the next higher table number than your own, and discuss similarities / differences in their responses and the relationship between that standard and the standard your table discussed. (Table 1 reads Table 2, etc.)</p> <p><b>Debrief:</b><br/>(3 – 5 minutes) Use this opportunity to share <u>your</u> PDAS expectations.</p> <p><b>Closure:</b> <u>Create</u> a poll in PollEverywhere. Choices might include:</p> <ul style="list-style-type: none"> <li>• raising cognitive levels</li> <li>• depth and complexity</li> <li>• connections across disciplines</li> <li>• formative assessment</li> <li>• non-traditional assessment</li> <li>• interpreting assessment data</li> <li>• differentiation for identified groups</li> </ul> <p>Ask the staff to vote for the strategy that they want to focus on this year. Acknowledge this information in your annual PD plans.</p> <p><b>Collaborative Follow-Up:</b> Enter top staff responses in myPad under the headings used in PollEverywhere. In future staff meetings, access the myPad space again and ask for new success stories to add under the appropriate heading(s) as the year continues for all to access and contribute.</p> |

# PDAS Quality and Quantity Standards

## A.

| <b>PDAS QUALITY STANDARDS</b>   |   |  |   |
|---|---|--|---|
| <b><u>Strength</u></b>  | <b><u>Impact</u></b>  | <b><u>Variety</u></b>  | <b><u>Alignment</u></b>   |
| <ul style="list-style-type: none"> <li>• thinking at high cognitive levels</li> <li>• depth and complexity</li> <li>• significant content knowledge</li> <li>• making connections within and across disciplines</li> <li>• connecting learning to work and life applications</li> </ul> | <ul style="list-style-type: none"> <li>• student success</li> <li>• effective formative and summative assessment</li> <li>• multiple forms of assessments</li> <li>• data-driven decision-making</li> </ul> | <ul style="list-style-type: none"> <li>• varied needs and characteristics of learners</li> <li>• differentiated instruction</li> <li>• range of strategies and support services</li> </ul> | <ul style="list-style-type: none"> <li>• TEKS and district curriculum alignment</li> <li>• assessment data</li> <li>• targeted instruction</li> <li>• understanding of unified whole</li> </ul> |

## B.

| <b>PDAS QUANTITY STANDARDS</b>  |   |   |   |
|---|---|---|---|
| <b>Exceeds Expectations</b><br>(All/Almost All)<br>90-100%  | <b>Proficient</b><br>(Most)<br>80-89%   | <b>Below Expectations</b><br>(Some)<br>50-79%   | <b>Unsatisfactory</b><br>(Less than Half)<br>49% or less  |
| <b>Consistently:</b> <ul style="list-style-type: none"> <li>• uniformly</li> <li>• seen from beginning to end</li> <li>• highly predictable</li> <li>• seamless routines</li> </ul> | <b>Generally:</b> <ul style="list-style-type: none"> <li>• common practice</li> <li>• predictable</li> <li>• typical</li> <li>• prevalent</li> <li>• as a rule</li> </ul> | <b>Occasionally:</b> <ul style="list-style-type: none"> <li>• sporadic</li> <li>• random</li> <li>• moderately</li> <li>• more often than not</li> <li>• irregular</li> <li>• seldom</li> </ul> | <b>Rarely:</b> <ul style="list-style-type: none"> <li>• infrequent</li> <li>• nonexistent</li> <li>• not attempted</li> <li>• minimal</li> <li>• hardly ever</li> </ul> |