

PDAS-Related Professional Learning, 2011-2012

Sessions require 10 or more participants and are limited to 24-28 participants. Additional sessions may be scheduled as needed.



PDAS Orientation

These sessions fulfill the TEA requirement regarding PDAS orientation. New hires select from available training dates during the new hire process. Sessions address the basics of the PDAS appraisal instrument and related policies, procedures, and processes through active learning strategies which participants can adapt for instruction in their classrooms. In addition, a strong content emphasis is placed on Domains I and II regarding student engagement, active learning, and learner-centered instruction. Learners will be able to:

- Locate related state and local policies regarding PDAS,
- Summarize the major steps in the PDAS process,
- Describe the philosophy behind the appraisal process and instrument,
- Explain the appraisal structure such as Domains and Scoring Criteria, and
- Define and describe active learning and learner-centered instruction.

Dates and Locations

Thurs.	Sept.	1	5:00 – 8:30	Room 309, Admin. Bldg.	(registered by HR)
Thurs.	Sept.	15	5:00 – 8:30	Colorado Room, Sockwell	(registered by HR)
Thurs.	Oct.	6	5:00 – 8:30	Room 309, Admin. Bldg.	(registered by HR)
Tues.	Jan.	10	5:00 – 8:30	Room 309, Admin. Bldg.	(registered by HR)



Classroom Management

Classroom Management: Orchestrating Student Behavior For Achievement is a highly interactive learning experience that drills down on the critical aspects of proactive classroom management skills every successful teacher must employ. Participants leave with a wealth of real-world tips and tools for immediate implementation. Sessions are separated into elementary and secondary sections and are taught by classroom teachers. (Supports PDAS Domains III, IV, and V)

- Build and reinforce the relationships necessary to promote achievement and build community in the classroom
- Establish, communicate, and maintain classroom expectations
- Examine effective adult-to-student communication skills
- Distinguish between order and control
- Respond to disruptions in ways that maintain the focus on learning
- Learn ways to redirect off-task behavior

Dates and Locations

Mon.	Sept.	12	8:00-4:00	Trinity (E) / Red River (S), Sockwell	(register through principal only)
Tues.	Oct.	4	8:00-4:00	Colorado (E) / Rio Grande (S), Sockwell	(register through principal only)
Thurs.	Nov.	10	8:00-4:00	Colorado (E) / Rio Grande (S), Sockwell	(register through principal only)
Thurs.	Jan.	26	8:00-4:00	Trinity (E) / Red River (S), Sockwell	(register through principal only)



Student-Centered Learning & Lesson Cycle

Maximizing Student-Centered Learning Throughout The Lesson Cycle merges two distinctly complex aspects of effective instruction into one learning experience. While student-centered activities clearly lift the potential for learning in the classroom, their well-crafted use at critical moments in the lesson cycle optimize the activity's potential. Instruction is delivered using a series of collaborative activities that are easily translated into any classroom. (Separate elementary and secondary sessions. Supports PDAS Domains I, II, and III)

- Distinguish between a student-centered and a teacher-centered classroom
- Apply the attributes of an effective learning facilitator to your instructional style
- Learn how to plan and prepare for successful student-centered, inquiry-based activities
- Define the parts of lesson cycle and identify the goal(s) of each part
- Use the lesson cycle to enhance motivation and engage cognition
- Craft a student-centered activity for a strategic moment in the lesson cycle

Dates and Locations

Elementary Sessions

Tues.	Sept. 20	8:00-3:30	Austin Room, Sockwell	(register through principal only)
Tues.	Oct. 11	8:00-3:30	Trinity Room, Sockwell	(register through principal only)
Tues.	Nov. 15	8:00-3:30	Austin Room, Sockwell	(register through principal only)

Dates and Locations

Secondary Sessions

Thurs.	Sept. 15	8:30-4:00	Trinity Room, Sockwell	(register through principal only)
Wed.	Oct. 12	8:30-4:00	Trinity Room, Sockwell	(register through principal only)
Wed.	Nov. 16	8:30-4:00	Trinity Room, Sockwell	(register through principal only)



Time Management

FOCUS: Achieving Your Highest Priorities is an engaging, full-day time management learning experience designed specifically with educators in mind, blending best practices emphasized by the Franklin-Covey team with the realities of a teacher's schedule and responsibilities. Participants dissect the skills of planning their weeks and organizing their days so their time is spent on the tasks that matter most. Emphasis is placed on ways teachers can plan their time to get the most out of the limited windows of opportunity their day-today schedule allows. (Supports PDAS Domains V, VI, and VII)

- Understand the difference between urgent and important
- Recognize and deal with time wasters
- Use a prioritization matrix to diagnose how productively you spend your time
- Apply multiple school-based time management tools to your planning and preparing needs
- Improve your ability to meet others' expectations within education's demanding deadlines
- Set a specific, work-related time management goal

Dates and Locations

Tues.	Sept. 27	8:30-4:00	Austin Room, Sockwell	(register through principal only)
Fri.	Nov. 5	8:30-4:00	Colorado Room, Sockwell	(register through principal only)
Sat.	Nov. 6	9:00-4:00	Colorado Room, Sockwell	(open to all PISD staff)



Classroom Observation

Teachers benefit from observing master teachers when there are clear goals, a simple method for gathering data, and the teacher invests in an action plan for after the observation. A limited number of sub codes are available for principals' discretionary use to support staff members observing other staff members. Under the guidance of an administrator, observing teachers complete a 3-part form identifying what they will observe, what they saw, and defining their action plan. A copy of the observation form is returned to the PL Department to inform future district needs. Sub codes are limited and are on a first-come, first served basis. Contact Mark Wellborn with the observing teacher's name to secure a sub code and receive the observation form.

Additional Opportunities

Contact Mark Wellborn to discuss specific needs and determine scheduling options.



Coming Together as a PLC

Whether called a team, a learning community, or a PLC, today's educators must collaborate to raise student achievement. From time-to-time, re-examining and investing in the process of successful collaboration can help teachers maximize their efforts. This service leads a team through the basic processes of successful collaboration, team planning, communicating, and problem-solving. Time and topics are negotiable depending upon identified needs.



Coaching Skills

Educators often are required to coach other educators through work-related challenges. Though confident in the professional content to be addressed, not all educators are equally confident regarding their personal coaching skills when working with their peers. This service examines the fundamentals of adults coaching adults for individuals or campus leadership teams. Time and topics are negotiable depending upon identified needs.