



Frequently Asked Questions for Professional Development and Appraisal System (PDAS)

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Educator Excellence

-> Professional Development and Appraisal System (PDAS)

--> Frequently Asked Questions Related to PDAS

---> Adoption and Implementation of Teacher Appraisal Systems

1. Can a district modify the Commissioner's Recommended System by adding or deleting components?
 2. Is there an abbreviated or modified version of the PDAS as a part of the commissioner's recommended appraisal process?
 3. May a district adopt PDAS in its entirety for some of the district's teachers, and have the local board of trustees take a second action on an alternative system for other teachers in the district?
 4. Can the commissioner advise on acceptability of a locally developed system or defend a locally developed system in a state-level hearing process?
 5. Can a district or campus modify or use an alternate form of the Teacher Self-Report?
 6. What would meet the legal requirement for student performance in a local system?
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1. Can a district modify the Commissioner's Recommended System by adding or deleting components?

If a district wishes to modify the Commissioner's Recommended Appraisal System, it must follow the process as outlined under TEC §21.352, Local Role and 19 TAC §150.1009. The district's teacher appraisal system then becomes an alternative appraisal system developed by the district. (No waiver is necessary for a district to adopt a locally developed appraisal system for teachers.) Districts developing local alternatives must determine their own:

- Appraiser qualifications,
- Training requirements and procedures, and
- Certification requirements for appraisers.

Appraisers in districts with a locally developed appraisal system may participate in PDAS training as a part of the qualifications outlined by the local district.

2. Is there an abbreviated or modified version of the PDAS as a part of the commissioner's recommended appraisal process?

At the time that PDAS was introduced for use, it was indicated that an abbreviated or modified version of the system would be considered in the long-range plan for appraising teachers. Currently, however, there is no abbreviated or modified version of the PDAS as a part of the commissioner's recommended appraisal process. Any appraisal process that differs from the commissioner's recommended PDAS would be a local appraisal system and, therefore, must be developed and adopted as addressed in statute (TEC §21.351, §21.352 and §11.251). (See: Appraisals)

3. May a district adopt PDAS in its entirety for some of the district's teachers, and have the local board of trustees take a second action on an alternative system for other teachers in the district?

Local school district board of trustees may adopt PDAS in its entirety for some of the district's teachers and take a second action on an alternative system for other teachers in the district, as long as the alternative system addresses the criteria and follows the process outlined in TEC §21.352, Local Role and 19 TAC §150.1009.

4. Can the commissioner advise on acceptability of a locally developed system or defend a locally developed system in a state-level hearing process?

The commissioner and TEA have no role in the design and development of local alternative appraisal systems; consequently, they will not be in a position to advise on local systems. The Commissioner may, however, be required to rule on the acceptability or application of a local appraisal system within the context of an administrative hearing.

5. Can a district or campus modify or use an alternate form of the Teacher Self-Report?

Any change(s) to the Teacher Self-Report is a modification to the appraisal system and constitutes an alternative appraisal system. If a district wishes to modify the Commissioner's Recommended Appraisal System, it must follow the process as outlined under TEC §21.352 and 19 TAC §150.1009.

6. What would meet the legal requirement for student performance in a local system?

In designing local systems, districts and local boards of trustees will have to use their own professional judgment in determining a method of student performance assessment which they feel best meets the legal requirement in TEC §21.352, Local Role and 19 TAC §150.1009. Districts should consider issues of validity, reliability, and equity in determining the method of student performance assessment to be incorporated in a locally developed teacher appraisal system.

7. What happens if the local school board of trustees rejects a proposed alternative system for either the district or the campus? Does the model go back to the drawing board, and if so, what does the district or campus use in the meantime?

If rejected, the district or campus can go back to the drawing board. The local school board of trustees can comment on the proposed alternative system and the district or campus may use these comments to modify the proposed system. The local school board of trustees may adopt the PDAS until such a time as an alternative system is approved.

8. How is the "proficient" standard defined under PDAS?

9. How does an appraiser determine the performance level? What tools does the appraiser use in making performance level decisions? How are the tools used? May teachers have a copy of the tools?

10. What is meant by "a higher standard" when making performance decisions on specific domains?

11. Will teachers' appraisal scores be reported to TEA?

12. Does a teacher receive a composite score on PDAS?

13. Domain VIII-Criterion 6 states, "The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems." What are the responsibilities of the teacher in relation to this criterion?

14. What happens if an appraiser fails to adhere to one of the timelines, such as holding the annual summative conference before the last 15 days of school?

8. How is the "proficient" standard defined under PDAS?

The four performance levels under PDAS (Exceeds Expectations, Proficient, Below Expectations, and Unsatisfactory) are defined in terms of the impact on student learning. In other words, what is the impact on student learning and how often and with how many students does the positive impact on learning occur? Since the goal of PDAS is to enhance the learning of all students, the "Proficient" level is a high standard of performance. Teaching behaviors that result in considerable impact on student learning and which are demonstrated a high percentage of the time and with a high percentage of students (80-89%) is "proficient." Words associated with "proficient" teaching behaviors or the rating of "proficient" are: skillful, experienced, masterful, well-advanced, and knowledgeable.

9. How does an appraiser determine the performance level? What tools does the appraiser use in making performance level decisions? How are the tools used? May teachers have a copy of the tools?

When making performance level decisions the appraiser first identifies evidence related to the critical attributes of the criteria as specified in the PDAS Appraisal Framework and the Observation Summary. Next the appraiser views the evidence in light of the quality and quantity. Quality focuses on the "Strength, Impact, Variety and Alignment" (SIVA) of the teaching behavior and how it relates to student success. Quantity relates to the frequency and number of students for which the teaching behavior resulted in student learning. The appraiser has the PDAS Appraisal Framework, Scoring Framework and Performance Level standards (SIVA) and the Scoring Criteria Guide available for making performance level decisions.

The PDAS Appraisal Framework specifies the Domains and Criteria that are to be used in all decisions regarding the appraisal of a teacher. These research-based teaching behaviors represent quality teaching.

The Scoring Factors and Performance Level Standards (SIVA) and the Scoring Criteria Guide are tools that an appraiser may use to support the PDAS Appraisal Framework when making performance level decisions. The Scoring Factors and Performance Level Standards (SIVA) outline the process for making performance level decisions and provide key concepts that are associated with each performance level.

The Scoring Criteria Guide provides descriptions of quality and quantity for each of the criteria, as well as descriptors for each of the performance levels. Read horizontally, the descriptors differentiate between the four performance levels. Read vertically, the descriptors indicate what teacher and student behaviors are associated with an individual performance level. An appraiser may use all or some of the descriptors in making performance level decisions. The impact of one descriptor may be so significant as to indicate the performance level or the appraiser may view evidence of several descriptors to determine the performance level.

The tools can be found at: <http://www.esc13.net/statewide/pdas/forms.html>

10. What is meant by "a higher standard" when making performance decisions on specific domains?

Local districts frequently have policies that determine district standards and expectations in regards to areas of teacher and student performance. The local school district board of trustees may set a higher standard than is defined by PDAS.

11. Will teachers' appraisal scores be reported to TEA?

No. Teachers' scores will not be reported to TEA.

12. Does a teacher receive a composite score on PDAS?

No. There is no composite score on PDAS. Each domain is scored separately and stands alone.

13. Domain VIII-Criterion 6 states, "The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems." What are the responsibilities of the teacher in relation to this criterion?

The teacher is responsible for monitoring attendance as defined by local district and campus policy. In the event that the teacher's students are experiencing achievement problems due to attendance problems, the teacher has an obligation to intervene with the student and/or parent in accordance with district or campus procedures.

14. What happens if an appraiser fails to adhere to one of the timelines, such as holding the annual summative conference before the last 15 days of school?

The PDAS has two main goals: professional development and appraisal. Teachers and appraisers are encouraged to complete the appraisal process, even when timelines are broken, because the system can still contribute to professional development, especially through completion of the Teacher Self-Report (TSR) and the annual summative appraisal. However, when timelines are not adhered to, the appraisal cannot be used for employment decisions.

15. How are teachers held accountable for student performance?
 16. What happens when scoring teachers on Domain VIII, Criterion 10, if a campus does not receive a campus performance rating?
 17. What happens when scoring teachers on Domain VIII, Criterion 10, a campus does not receive an AYP status determination?
 18. What about the campus performance rating for teachers new to a campus?
 19. How are teachers with multi-campus assignments given a score for Domain VIII, Criterion 10?
 20. How are teachers who serve more than one district given a score for Domain VIII, Criterion 10?
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15. How are teachers held accountable for student performance?

§21.351(a) of the Texas Education Code states:

"The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including:

- (1) teachers' implementation of discipline management procedures; and
- (2) the performance of teachers' students."

The campus performance rating, which incorporates the current state accountability system report and Adequate Yearly Progress (AYP) indicators, is utilized to score Criterion 10 of Domain VIII. Teachers on a campus receive a score of 4, 2, 1, or 0 and a score of 1 or 0 for AYP in relation to their school's campus performance rating. The two scores are totaled for Criterion 10 of Domain VIII.

The additional nine criteria in Domain VIII relate to a teacher's focus on various campus goals associated with the improvement of academic performance for all students.

16. What happens when scoring teachers on Domain VIII, Criterion 10, if a campus does not receive a campus performance rating?

When scoring teachers on Domain VIII, Criterion 10, if a campus does not receive a campus performance rating, the district shall select one of the following:

- The rating of the district
- The rating of a district designated feeder school

The district's determination applies to all teachers for the current annual appraisal period.

17. What happens when scoring teachers on Domain VIII, Criterion 10, a campus does not receive an AYP status determination?

When scoring teachers on Domain VIII, Criterion 10, if a campus does not receive an AYP status determination, the district shall select one of the following:

- The AYP status of the district
- The AYP status of a district designated feeder school

The district's determination applies to all teachers for the current annual appraisal period.

18. What about the campus performance rating for teachers new to a campus?

For teachers new to a campus/district, the campus performance rating is "reported only" during the first year of service on that campus. For these teachers, the Domain VIII score is based solely on the first nine criteria in that domain. The campus performance rating is scored for these teachers in the second and subsequent years of service on the campus.

19. How are teachers with multi-campus assignments given a score for Domain VIII, Criterion 10?

For appraisal purposes, districts will need to determine the following for teachers with multi-campus assignments:

- A campus of record for the purpose of determining the campus performance rating used to score Domain

VIII, Criterion 10, and

- A supervisor (may be from the campus or central administration) who will serve as the teacher's appraiser. Districts should share both of the above with the teacher and **be consistent with teachers who are in similar situations.**

20. How are teachers who serve more than one district given a score for Domain VIII, Criterion 10?

The following appraisal issues will need to be determined by the district responsible for decisions regarding contract renewal:

- A campus of record for the purpose of determining the campus performance rating used to score Domain VIII, Criterion 10, and
- A supervisor who will serve as the teacher's appraiser.

Information regarding these issues should be communicated to the teacher prior to the appraisal period.

21. Are districts required to have an appraisal calendar? How is the appraisal timeline established?
22. Are districts required to offer less than annual appraisal cycles to qualifying teachers?
23. Can a school district offer the less than annual appraisal cycle to teachers on one campus but not on other campuses?
24. If a teacher who is on the less than annual appraisal cycle moves to another campus, is the new campus administrator required to accept the appraisal?
25. If a teacher has chosen the option of being appraised once every five years, is the teacher still required to turn in the TSR Form during those five years?
26. Can a principal still conduct walk-through observations of a teacher who is being appraised once every five years?
27. Can districts/campuses extend the less than annual appraisal cycle to librarians, counselors, nurses and other education professionals?

21. Are districts required to have an appraisal calendar? How is the appraisal timeline established?

Excerpts from Commissioner's rules 19 TAC §150.1003 state that:

(b) The annual teacher appraisal shall include:

(2) a written summary of each observation, which shall be given to teachers 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;

(3) completion of Section I of the Teacher Self-Report (TSR) Form that shall be presented to the principal:

(A) within the first three weeks from the day of completion of the Professional Development and Appraisal System (PDAS) orientation as described in §150.1007 of this title (relating to Teacher Orientation);

(B) within the first three weeks from the day of completion of the PDAS orientation as described in §150.1007 of this title 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 pursuant to §150.1007 of this title.

(4) revision of Section I (if necessary) and completion of Sections II and III of the TSR Form that shall be presented to the principal at least two weeks prior to the summative annual conference;

(d) Each school district shall establish a calendar for the appraisal of teachers. The appraisal period for each teacher must include all of the days of a teacher's contract. Observations during the appraisal period must be conducted during the required days of instruction for students during one school year. The appraisal calendar shall:

(1) exclude observations in the three weeks following the day of completion of the PDAS orientation in the school years when an orientation is required as described in §150.1007 of this title;

(2) exclude observations in the three weeks following the day of completion of the PDAS orientation for teachers new to the PDAS as described in §150.1007 of this title;

- (3) exclude observations in the first three weeks of instruction in the school years when the PDAS orientation is not required pursuant to §150.1007 of this title;
- (4) prohibit observations on the last day of instruction before any official school holiday or on any other day deemed inappropriate by the school district board of trustees; 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.

<http://www5.esc13.net/pdas/docs/AppraisalPeriodTimeline.pdf>

22. Are districts required to offer less than annual appraisal cycles to qualifying teachers?

No, district policy may stipulate whether the appraisal option is to be made available to teachers.

23. Can a school district offer the less than annual appraisal cycle to teachers on one campus but not on other campuses?

Yes, district policy may stipulate whether the appraisal option is to be adopted districtwide or is to be campus specific.

24. If a teacher who is on the less than annual appraisal cycle moves to another campus, is the new campus administrator required to accept the appraisal?

No, district policy may stipulate whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator.

25. If a teacher has chosen the option of being appraised once every five years, is the teacher still required to turn in the TSR Form during those five years?

District policy may allow for continued completion of the TSR. Per TEA correspondence dated December 22, 2003, "The use of cumulative data for teachers on a revised appraisal schedule is also permissible, in accordance with the rules established in 19 TAC §150.1003(f) for districts using the PDAS". The TSR is considered a cumulative data source.

19 TAC §150.1003(l)(2) states, "A school district may choose annually to review the written agreement with the teacher. However, at the conclusion 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 year(s)".

26. Can a principal still conduct walk-through observations of a teacher who is being appraised once every five years?

Per TEA correspondence dated December 22, 2003, "Nothing in the legislation prohibits a walk-through or other informal observation by appraisers, even for those teachers who have qualified for less frequent appraisals under H.B. 1440. The use of cumulative data for teachers on a revised appraisal schedule is also permissible, in accordance with the rules established in 19 TAC §150.1003(f) for districts using the PDAS".

27. Can districts/campuses extend the less than annual appraisal cycle to librarians, counselors, nurses and other education professionals?

Yes, if district policy so stipulates. Librarians, counselors, nurses and other education professionals must be evaluated annually; however, they do not have to be evaluated with PDAS. A district may develop an appraisal system for these educators or modify other systems so long as the job requirements of that group are addressed.

If these professionals are teachers of record for one or more classes, they must be appraised using PDAS or a locally developed and adopted teacher appraisal system for the time they are involved in classroom instruction.

Note: The commissioner has developed an appraisal process for counselors. For information about this process, contact the Division of Curriculum, Educator Development Unit at the Texas Education Agency. (See TEC §21.356).

28. Who must be appraised under PDAS?
 29. If a teacher is on the less than annual appraisal cycle as outlined in TEC §21.351(c) and 19 TAC §150.1003(l), can the teacher be placed back on the traditional cycle as a result of deficiencies in performance?
 30. If a teacher who is on the less than annual appraisal cycle moves to another campus, is the new campus administrator required to accept the appraisal?
 31. Should other professional staff such as speech pathologists, librarians, and counselors be evaluated under the PDAS?
 32. How are teachers with multi-campus assignments appraised?
 33. How are teachers who serve more than one district appraised?
 34. What are district and campus responsibilities for appraising "late hires"?
 35. What are the requirements for appraising personnel who teach only one class (or a small number of classes)?
 36. What is included in a PDAS appraisal?
 37. What are the time requirements for the formal observation?
 38. Is advance notice of an observation required?
 39. Does PDAS require numerous visits to the classroom for observation?
 40. Does the appraiser score all criteria in all domains during a classroom observation?
 41. How can inference be used to score the summative annual appraisal?
 42. How are content mastery teachers who do not have specific students assigned to their class appraised using PDAS?
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28. Who must be appraised under PDAS?

Anyone who is the teacher of record for one class or more each day in an academic instructional setting or a career and technology instructional setting must be appraised using PDAS or the locally developed and adopted teacher appraisal system. Professional staff whose job functions are primarily outside the classroom setting must be appraised for the time they are involved in classroom instruction.

29. If a teacher is on the less than annual appraisal cycle as outlined in TEC §21.351(c) and 19 TAC §150.1003(l), can the teacher be placed back on the traditional cycle as a result of deficiencies in performance?

Yes, if district policy stipulates. 19 TAC§150.1003 (l)(1)(D) states:
(D) whether an appraiser may place a teacher on the traditional appraisal cycle as a result of performance deficiencies documented in accordance with subsections (b)(5) and (f) of this section.

30. If a teacher who is on the less than annual appraisal cycle moves to another campus, is the new campus administrator required to accept the appraisal?

No, district policy may stipulate whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator.

31. Should other professional staff such as speech pathologists, librarians, and counselors be evaluated under the PDAS?

PDAS was designed to evaluate classroom teachers. Speech therapists, librarians, counselors, nurses and other education professionals must be evaluated annually; however, they do not have to be evaluated with PDAS. A district may develop an appraisal system for these educators or modify other systems so long as the job requirements of that group are addressed.

If these professionals are teachers of record for one or more classes, they must be appraised using PDAS or a locally developed and adopted teacher appraisal system for the time they are involved in classroom

instruction.

Note: The commissioner has developed an appraisal process for counselors. For information about this process, contact the Division of Curriculum, Educator Development Unit at the Texas Education Agency. (See TEC §21.356).

32. How are teachers with multi-campus assignments appraised?

For appraisal purposes, districts will need to determine the following for teachers with multi-campus assignments:

- A campus of record for the purpose of determining the campus performance rating used to score Domain VIII, Criterion 10 and
- A supervisor (may be from the campus or central administration) who will serve as the teacher's appraiser.

Districts should share both of the above with the teacher prior to the appraisal period and be consistent with teachers who are in similar situations.

33. How are teachers who serve more than one district appraised?

The following appraisal issues will need to be determined by the district responsible for decisions regarding contract renewal:

- A campus of record for the purpose of determining the campus performance rating used to score Domain VIII, Criterion 10, and
- A supervisor who will serve as the teacher's appraiser.

Information regarding these issues should be communicated to the teacher prior to the appraisal period.

34. What are district and campus responsibilities for appraising "late hires"?

Districts and campuses are responsible for providing the appropriate orientation, timelines and appraisal for all teachers, including "late hires". If a teacher is hired so late in the school calendar year that it prevents application of some or all timelines, the campus/district should proceed with the appraisal process in a timely and efficient manner. **In no event may a campus/district fail to have the orientation, observation and conference in the appropriate sequence.**

35. What are the requirements for appraising personnel who teach only one class (or a small number of classes)?

Personnel who are the teacher of record for one or more classes of students must be appraised under PDAS (or the locally adopted system for appraising teachers) for the time they are assigned teaching responsibilities, regardless of other duties they may have.

36. What is included in a PDAS appraisal?

The appraisal will include the following:

1. An observation of 45 minutes (or segments equal to 45 minutes) with documentation,
2. Any walk-throughs that are used to score any or all domains,
3. Cumulative data collected by the appraiser, and
4. Scoring of all domains.

37. What are the time requirements for the formal observation?

A formal observation must be a minimum of 45 minutes in length. It may be divided into segments equal to 45 minutes with the mutual consent of the teacher and appraiser.

38. Is advance notice of an observation required?

Advance notice of an observation may be given, but is not required unless stipulated in local policy.

39. Does PDAS require numerous visits to the classroom for observation?

PDAS requires that the appraiser see evidence of student learning. An appraiser may see sufficient evidence of student learning in one 45-minute observation or may need to conduct additional "walk-through" visits to document student learning. The number of classroom visits that are necessary to collect sufficient documentation for scoring criteria may vary depending on the classroom, assignment context and/or the type of activities taking place when the appraiser observes.

40. Does the appraiser score all criteria in all domains during a classroom observation?

An appraiser scores the criteria that are observed when conducting a formal 45-minute observation. If the appraiser does not have enough evidence to score all criteria, he/she may leave the undocumented criteria blank. The scoring of the criteria left blank may occur later as a result of additional walk-throughs or by using inference at the time the Summative Annual Appraisal Report is prepared. Appraisers are responsible for informing the teacher (and the campus principal, if the appraiser is other than the principal) of any documentation that will impact the teacher's Summative Annual Appraisal Report within ten (10) working days of the documented evidence. (See Data Sources.)

41. How can inference be used to score the summative annual appraisal?

At the time the observation summary and all related documentation are being reviewed, inference may be used to determine the rating of "proficient" if 80% of the criteria in each Domain were scored at the proficient level. Inference cannot be used in Domain VI. Inference can only be used in Domain VII to score "proficient" if there is no evidence of non-compliance with policies. **On campuses where the appraiser is other than the principal, any non-compliance documentation developed by the appraiser must be shared with the principal prior to scoring Domain VII.** (See Data Sources.)

42. How are content mastery teachers who do not have specific students assigned to their class appraised using PDAS?

The PDAS observation process allows content mastery teachers and their appraisers flexibility in evaluating teacher performance in a variety of contexts because the 45-minute observation may, by mutual consent, be carried out in shorter time segments. Since the appraiser is looking for evidence of student learning, one-on-one and small group instruction, and review or reinforcement are appropriate learning segments for appraisal. (See also Teacher Self-Report.)

43. What is the purpose of the Teacher Self-Report (TSR)?

44. When is the TSR due?

45. Can Section I be revised during the school year?

46. Can a district or campus alter or modify the TSR?

47. The subject or grade that I teach is not specifically evaluated by the TAKS test. How do I complete Section I of the TSR?

48. How do regular education teachers respond to Section I of the TSR form to reflect instructional adaptations they provide for special education students?

49. How are teachers of severely and profoundly challenged students expected to respond to Section I of the TSR?

50. How are content mastery and inclusion teachers to complete the Teacher Self-Report?

51. How do teachers of students for whom the Language Proficiency Assessment Committee (LPAC) has determined the English language TAKS test is not appropriate respond to the Section I of the TSR?

43. What is the purpose of the Teacher Self-Report (TSR)?

The TSR is a tool to assist the teacher in aligning individual instructional goals with campus goals and student needs and as a means to document how that alignment is taking place. Section I focuses on the

Texas Assessment of Knowledge and Skills (TAKS) objectives the teacher is incorporating in his/her curriculum. Section II focuses on how the teacher assesses and meets the academic needs of students. Teachers are also asked to highlight how the academic needs of students in at-risk situations are being addressed. Section III gives the teacher an opportunity to highlight his/her professional development activities and how those activities are related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance.

The TSR is one of the pieces of documentation that is considered when the appraiser completes the Summative Annual Appraisal Report. It is important that the form be completed in its entirety. The TSR is also widely used as one of the primary points of discussion in the Summative Annual Appraisal Conference. The requirement for completion of the TSR is limited to the space provided on the form.

The form can be downloaded from <http://www5.esc13.net/pdas/forms.html>.

44. When is the TSR due?

During the first year of implementation for a district, teachers are given until the last day of the first twelve weeks of school to complete Section I of the TSR. In subsequent years, the TSR must be completed no later than the last day of the third week following the orientation. Sections II and III are due no later than two weeks prior to the Summative Annual Appraisal Conference. These dates should be included in the local district appraisal calendar.

45. Can Section I be revised during the school year?

Yes. Section I can be revised during the school year. Any revisions are due no later than two weeks prior to the Summative Annual Appraisal Conference.

46. Can a district or campus alter or modify the TSR?

Any change(s) to the TSR is a modification to the appraisal system and constitutes an alternative appraisal system. If a district wishes to modify the Commissioner's Recommended Appraisal System, it must follow the process as outlined under TEC §21.352 and 19 TAC §150.1009.

47. The subject or grade that I teach is not specifically evaluated by the TAKS test. How do I complete Section I of the TSR?

The Texas Essential Knowledge and Skills (TEKS)/TAKS objectives listed in Section I of the TSR are skills embedded in all learning. All grades and subjects teach or reinforce some or all of these skills within the context of the respective curriculum and at the appropriate level for the assigned students. The TEKS incorporate these skills in the context of all courses. In completing the TSR, teachers review the TEKS/TAKS objectives in light of their curriculum, incorporating those that are appropriate in the context of their teaching. Campus administrators may provide guidance on TEKS/TAKS objectives. With the approval of the principal, a teacher may summarize unique circumstances in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3) Depending upon the classroom context, objectives may be identified for (a) a subset of TEKS/TAKS objectives; (b) a subset of classes assigned to the teacher; (c) a subset of the teacher's students.)

48. How do regular education teachers respond to Section I of the TSR form to reflect instructional adaptations they provide for special education students?

Responses to the TSR are expected to include the broad range of student skills and the teacher's instructional adaptations that are typical of the teacher's assignment. It is understood that the regular teacher's role regarding instruction in TEKS/TAKS objectives may vary for students participating in special education according to the requirements of the Individualized Education Program (IEP). With the approval of the principal, the regular teacher may summarize unique circumstances in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3) Depending upon the classroom context, objectives may be identified for (a) a subset of TEKS/TAKS objectives; (b) a subset of classes assigned to the teacher; (c) a subset of the teacher's students.)

49. How are teachers of severely and profoundly challenged students expected to respond to Section I of the TSR?

Instruction for special education students is determined by the IEP. Within the context of the IEP are skills related to TEKS/TAKS objectives (e. g. communication). Teachers working with severely and profoundly mentally challenged students may identify some broad categories of skills and list objectives in the OTHER OBJECTIVES space in the first question of Section I. (Note: Instructions on the TSR include the following: (3) Depending upon the classroom context, objectives may be identified for (a) a subset of TEKS/TAKS objectives; (b) a subset of classes assigned to the teacher; (c) a subset of the teacher's students.)

50. How are content mastery and inclusion teachers to complete the Teacher Self-Report?

Teachers who do not have a specific group of assigned students may identify the TEKS/TAKS objectives that are routinely stressed when working with students. For Section II of the TSR, teachers may identify the strategies, materials, techniques, etc. they consistently employ when working with students for whom they provide support. Section III of the TSR can be completed in the same manner as all other teachers.

51. How do teachers of students for whom the Language Proficiency Assessment Committee (LPAC) has determined the English language TAKS test is not appropriate respond to the Section I of the TSR?

The Spanish versions of the TAKS for grades 3-6 assess the academic progress of Spanish speaking English learner students who receive academic instruction in Spanish while they learn English. Therefore, for students taking the Spanish TAKS, teachers should respond to Section I of the TSR in the same manner that teachers preparing students to take the English language TAKS respond.

The LPAC may determine that some immigrant English learners in grades 3-6 (Category 1) or in grades 7-10 (Category 2) who are low schooled and who meet the General and Specific Exemption Criteria (see TEA LPAC Procedural Manual) qualify for a Limited English Proficient (LEP) exemption from TAKS. The Spanish TAKS may not be an appropriate measure for Spanish dominant students in grades 3-6 who are low schooled. The English TAKS may not be appropriate for English learners in grades 3-6 whose native language is not Spanish. It also may not be appropriate for English learners in grades 7-10 who may be on grade level in their native language but still not proficient enough in the English language to take the English TAKS. For these students, teachers should consider the knowledge and skills that they will be teaching as well as the grade levels, regardless of the language of instruction or the level of proficiency in English. Appropriate English as a Second Language (ESL) strategies may be included regardless of the student's primary language and necessary instructional adaptations to meet student needs (such as shortening assignments, etc.) may also be noted.

The TEKS/TAKS objectives listed in Section I of the TSR are skills embedded in all learning. All grades and subjects teach or reinforce some or all of these skills within the context of the respective curriculum and at the appropriate level for the assigned students. The TEKS incorporate these skills in the context of all courses. In completing the TSR, teachers review the TEKS/TAKS objectives in light of their curriculum, incorporating those that are appropriate in the context of their teaching. With the approval of the principal, a teacher may summarize unique circumstances in the OTHER OBJECTIVES space in the first question of Section I.

These unique circumstances include students whose listening, speaking, reading, and writing skills have been and/or will be assessed using other measures such as:

- Reading Proficiency Tests in English (RPTE, grades 3-12),
- Norm-referenced tests used to exit students from the bilingual and ESL programs,
- Oral language proficiency measures,
- Other reading and writing skills measures,
- Observation protocols, and
- Local assessments.

52. What are the requirements for documentation?

53. What are the elements necessary for effective documentation?

54. What is cumulative data?

55. Does the appraiser score all criteria in all domains during a classroom observation?
56. What is the definition of "third party information" and will the teacher be told who provided the information?
57. When does the 10 working day rule regarding documentation go into effect?
58. What is considered in the Summative Annual Appraisal Report?
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52. What are the requirements for documentation?

Appraisers have the responsibility to provide a written observation report after the completion of 45 minutes of observation. They are required to give written documentation [19 TAC §150.1003(f)], within ten (10) working days of anything related to a teacher's appraisal that would influence the teacher's evaluation. Appraisers are encouraged to provide feedback on other walk-throughs and/or observations. **On campuses where the appraiser is other than the principal, any documentation that has been shared with the teacher must be communicated with the principal.**

53. What are the elements necessary for effective documentation?

Criteria for effective documentation and evidence:

- Dated (when the action, activity or occurrence took place).
- * to indicate occurrence or the appraiser's awareness of the occurrence; and
- *the date of teacher notification in accordance with rule and policy.
- Factual/Specific (the action, activity or occurrence is recorded in detail: who, what, when and where).
- Explicit (the action, activity or occurrence must be explicitly related to the domain and criteria impacted. NOTE: The documentation must include the language from the framework).
- Behavioral (description of the behaviors that have been observed).
- Valid (the action, activity or occurrence must be verified by the appraiser. Any third party documentation must be validated by the appraiser).

54. What is cumulative data?

Cumulative data is any documentation that the appraiser has shared with the teacher within the timeline and considered in the summative appraisal of the teacher.

55. Does the appraiser score all criteria in all domains during a classroom observation?

An appraiser scores the criteria that are observed when conducting a formal 45-minute observation. If the appraiser does not have enough evidence to score all criteria, he/she may leave the undocumented criteria blank. The scoring of the criteria left blank may occur later as a result of additional walk-throughs, other documents, such as Teacher Self-Report (TSR), and the use of inference at the time the Summative Annual Appraisal Report is prepared. Appraisers are responsible for informing the teacher (and the campus principal, if the appraiser is other than the principal) of any documentation that will impact the teacher's Summative Annual Appraisal Report within 10 working days of the documented evidence. (See: Appraisals.)

56. What is the definition of "third party information" and will the teacher be told who provided the information?

Third party information is information related to a teacher's performance that originates from a source other than the teacher, the appraiser, or the teacher's supervisor. If the appraiser plans to use third party information as part of the teacher's appraisal, it should be verified and shared in writing with the teacher within 10 working days of the appraiser's knowledge of the occurrence. **The principal will also be notified in writing, if the appraiser is not the teacher's principal. [19 TAC§150.1003 (f)].** As a matter of course, the identity of the third party may be provided to the appraised teacher only upon request. **On campuses where the appraiser is other than the principal, any documentation that has been shared with the teacher must be communicated with the principal.**

57. When does the 10 working day rule regarding documentation go into effect?

Excerpts from the Commissioner's rules, 19 TAC §150.1003(f) state that:

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. Any documentation that will influence the teacher's summative annual appraisal report must be shared in writing with the teacher within 10 working days of the appraiser's knowledge of the occurrence.

58. What is considered in the Summative Annual Appraisal Report?

The following must be considered when completing the Summative Annual Appraisal Report:

The observation summary(ies):

- Any cumulative documentation that has been shared with the teacher (including documentation from walk-throughs and/or additional observations and any additional documentation), and
- The TSR in its entirety.

59. Are pre- and post- conferences required for formal classroom observations?

60. What is the purpose of the Summative Annual Appraisal Conference?

61. May the summative conference be waived?

62. May documentation collected after the summative conference be included in the appraisal of a teacher?

59. Are pre- and post- conferences required for formal classroom observations?

No, pre- and post-conferences may be conducted at the request of the teacher or appraiser.

60. What is the purpose of the Summative Annual Appraisal Conference?

The primary purpose of the Summative Annual Appraisal Conference is to review the written summative report and related data sources. The conference may also provide an opportunity for the appraiser and teacher to discuss strategies for improving instruction.

Delivery of the summative report to the teacher **does not constitute** a summative conference.

61. May the summative conference be waived?

Each teacher is guaranteed a summative conference. The summative conference may be waived in writing by the teacher; but not by the appraiser. If the teacher waives the summative conference, the appraiser may confer with the teacher at anytime regarding areas of concern.

62. May documentation collected after the summative conference be included in the appraisal of a teacher??

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).

63. When can a principal do an intervention plan?

64. What is the timeline for an intervention plan?

65. Must the Intervention Plan for Teachers in Need of Assistance include all domains for which a teacher shows less than proficient performance?

66. Will a teacher with a growth plan under a previous appraisal system require a newly written intervention plan under PDAS?

63. When can a principal do an intervention plan?

Under the Commissioner's rule 19 TAC §150.1004(a), a teacher is designated as a "teacher in need of assistance" under the following:

- (1) a teacher is evaluated as unsatisfactory in one or more domains; or
- (2) a teacher is evaluated as below expectations in two or more domains.

An intervention plan must be developed for any teacher designated as a "teacher in need of assistance." The intervention plan for a "Teacher In Need of Assistance" must address all the domains in which the teacher is less than proficient. Under TAC §150.1004(f), **an intervention plan may be developed at any time at the discretion of the appraiser when the appraiser has documentation that would potentially produce an evaluation rating of "below expectations or "unsatisfactory" in any domain. As an instructional leader, the principal may offer suggestions for improving instruction informally or formally with an intervention plan at any time.**

64. What is the timeline for an intervention plan?

The timeline for the intervention plan is a local decision and is determined by the appraiser, in consultation with the teacher. The timeline of the intervention plan may be established so that the intervention plan is completed prior to the deadline for contract decisions.

65. Must the Intervention Plan for Teachers in Need of Assistance include all domains for which a teacher shows less than proficient performance?

Yes. Because of appropriate personnel procedures, teachers in need of assistance must be notified of all domains in which their performance is less than proficient. However, campus and district administrators have raised concerns about overwhelming a teacher with an intervention plan that calls for significant improvements in a number of areas. In these cases, the intervention plan can be written in such a way that its completion can be staggered. For example, an intervention plan may call for a teacher to work on one or two domains, with specific performance behaviors and objectives targeted and completion date indicated. Improvements in performance in remaining domains may have later completion dates. If a teacher successfully completes the first set of performance objectives, then he or she would move on to the next set of targeted performance objectives, when the intervention plan will need to be re-evaluated by campus/district personnel.

66. Will a teacher with a growth plan under a previous appraisal system require a newly written intervention plan under PDAS?

Teachers with a professional growth plan under a previous appraisal system will need to be re-evaluated with the PDAS system soon after the beginning of the school year. If their performance is such that an intervention plan is called for, then an Intervention Plan for a Teacher in Need of Assistance must be completed.

67. What process do teachers follow to make counter-comments to administrator's comments on any documentation presented to them including observation reports, walk-through documentation, and summative appraisal forms? Will a teacher's rebuttal to an appraiser's comments be included in the teacher's personnel file?

68. Can a district administrator deny a teacher's request for a second appraisal?

69. What policies must be established by the local school districts regarding second appraisals?

70. What is included in a second appraisal?

71. Who develops grievance policies?

67. What process do teachers follow to make counter-comments to administrator's comments on any documentation presented to them including observation reports, walk-through documentation, and summative appraisal forms? Will a teacher's rebuttal to an appraiser's comments be included in the teacher's personnel file?

Teachers may submit a written response or rebuttal within 10 working days after receiving a written observation summary form or any other documentation associated with the appraisal and/or after receiving

a written Summative Annual Appraisal Report [19 TAC §150.1005 (a) and (b)]. The teacher's written response or rebuttal becomes a part of the appraisal and is kept with the teacher's appraisal records. 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.

68. Can a district administrator deny a teacher's request for a second appraisal?

Teachers have the right to submit a written rebuttal or to request a second appraisal in accordance with TEC §21.352(c). A district may not deny a teacher's request for a second appraisal.

69. What policies must be established by the local school districts regarding second appraisals?

Local school districts are responsible for establishing policies regarding second appraisals in regards to:

- The process for selecting second appraisers, and
- How the second appraisal will be combined (or not combined) with the first appraisal.

Policies regarding second appraisals must be disseminated to teachers upon employment. Any subsequent changes or amendments to the policies must be disseminated to teachers.

70. What is included in a second appraisal?

The second appraisal will include the following:

- An observation of 45 minutes (or segments equal to 45 minutes) with documentation,
- Scoring of all domains,
- Cumulative documentation collected by the first appraiser, particularly in Domains VI, VII and VIII, and
- Any walk-throughs that are used to score any or all domains.

71. Who develops grievance policies?

Grievance policies are developed by local boards of trustees.

72. What is the definition of campus administrator for the purposes of PDAS training?

73. Can a superintendent hire a temporary employee to help a campus conduct appraisals?

74. How does an appraiser maintain his or her certification to appraise?

75. What are the requirements for appraisers?

76. Who provides ILD and PDAS training?

77. Who certifies PDAS appraisers?

72. What is the definition of campus administrator for the purposes of PDAS training?

Under PDAS, campus administrators are principals, assistant principals, or other supervisory staff designated administrators.

73. Can a superintendent hire a temporary employee to help a campus conduct appraisals?

Yes, if the employee has completed all necessary updates to maintain PDAS certification and has been approved by the board of trustees.

74. How does an appraiser maintain his or her certification to appraise?

19 TAC §150.1006(d) states: "Before conducting an appraisal, an appraiser must be certified by having satisfactorily completed uniform appraiser training, including required Instructional Leadership Training (ILT) or Instructional Leadership Development (ILD) training, with a trainer and curriculum approved by the commissioner of education. Periodic recertification and training shall be required."

75. What are the requirements for appraisers?

Commissioner's rules 19 TAC §150.1006(b) state:

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 school district board of trustees, hold a valid teaching certificate, and have at least three years of prekindergarten, elementary, or secondary teaching experience.

Commissioner's rules 19 TAC §150.1006(d)(3) state:

Educators seeking certification as an appraiser for the PDAS after June 1, 2002, shall be required to complete ILT training and the PDAS training with successful completion of ILT training as a prerequisite to the PDAS training.

76. Who provides ILT and PDAS training?

The twenty (20) Regional Education Service Centers (ESCs) provide ILT and PDAS training. Educator preparation entities are also eligible to provide ILT and PDAS training. Some large districts as identified by TEA are eligible to provide PDAS training with trainers who are specifically trained and selected by the ESCs as "trainers of appraisers". For information regarding training, contact your Regional Education Service Center and ask for the PDAS contact. For a list of statewide training offerings, go to <http://www5.esc13.net/pdas/trainings.php>.

77. Who certifies PDAS appraisers?

Region XIII Education Service Center is the certifying agent statewide.

78. What are the requirements for orientation for teachers in PDAS?

78. What are the requirements for orientation for teachers in PDAS?

For teachers new to a district or PDAS, the minimum orientation requirement is the six-hour PDAS Teacher Orientation training, either in face to face or online format.

Additional orientation for all teachers is required anytime substantial changes occur in PDAS.

79. May a district limit what a teacher reports as professional development on the TSR?

80. What counts as professional development on Part III of the TSR?

79. May a district limit what a teacher reports as professional development on the TSR?

A district may not limit what a teacher reports as professional development for Domain VI of the PDAS. The quality of the professional development experiences listed on the TSR will be evaluated by the appraiser based on the criteria in Domain VI of the PDAS.

80. What counts as professional development on Part III of the TSR?

The criteria in Domain VI link the quality, not the quantity, of professional development to PDAS. The purpose of Part III of the TSR is to **summarize** a teacher's professional development activities that are linked to the campus plan and the continuous assessment of student needs. The appraiser uses Section III of the TSR as documentation of the professional development that has provided the teacher with new knowledge, skills, instructional strategies and problem solving techniques to improve instruction and ultimately result in increased success for students.

The summary of the teacher's professional development on the TSR may be varied and unique. It may include a wide spectrum of activities such as collaboration with colleagues, readings in professional literature, traditional workshops and mentoring. **Professional development activities that are reported on the TSR may follow the school calendar year or extend through the summer, depending on the preparation and planning for the needs of students.**