



Office of Professional Standards

2009-2010 Appraisal Implementation Manual for Teachers



**Professional Development and Appraisal System (PDAS)
and
Modified Professional Development and Appraisal System
(MPDAS)**

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It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.

CALENDARS

Local Appraisal Calendar

HISD
2009-2010

Professional Development and Appraisal System (PDAS) and Modified Professional Development and Appraisal System (MPDAS)

Each teacher must be appraised by one appraiser during the 2009-2010 school year.

PDAS and MPDAS Training:

PDAS Orientation training for new teachers (6 hours) and PDAS/MPDAS update training for returning teachers (2 hours) shall be held no later than the final day of the first three weeks of the school year, or **September 15, 2009**.

Formal Observations:

There shall be a period of three weeks (15 working days) following the training date before formal classroom observations will be conducted. Observations are **unscheduled and unannounced**.

All PDAS formal observations of teachers shall be completed by **March 11, 2010**. The written Observation Summary shall be shared with the teacher within 10 working days from the observation date.

Summative Annual Appraisal Report and Summative Annual Appraisal Conference:

The Summative Annual Appraisal Report shall be shared with the teacher at least five working days before the Summative Annual Appraisal Conference. The last date to give teachers the Summative Report is **April 6, 2010**.

Unless waived in writing by the teacher, the Summative Annual Appraisal Conference shall be conducted by **April 14, 2010**.

All **second appraisals** must be completed on or before **May 5, 2010** unless the request date falls after April 6, 2010. In cases where the second appraisal can not be completed before May 5, 2010, the second appraisal must be completed before the end of the last day of instruction.

Deadline Dates:

March 11, April 6, April 14 are deadline dates. Formal observations and summative conferences must take place on or before the deadline dates. **May 5** is the deadline for second appraisals.

Formal observations shall not be conducted on the following days:

- 1) Any date outside the appraisal period.
- 2) The last instructional day before an official school holiday, or the day immediately following Thanksgiving Holiday, Winter Holiday, or Spring Break

September 25, 2009	day before Fall Holiday
November 24, 2009	day before Thanksgiving Holiday
November 30, 2009	day after Thanksgiving Holiday
December 18, 2009	day before Winter Holiday
January 5, 2010	day after Winter Holiday
January 15, 2010	day before Martin Luther King Holiday
February 12, 2010	day before President's Day
March 12, 2010	day before Spring Break
March 22, 2010	day after Spring Break
April 1, 2010	day before Spring Holiday

- 3) The last instructional day prior to the administration of standardized tests or during test administration.*

*Applies only to teachers directly involved in the testing.

Walk-throughs may be conducted at any time.

APPRAISAL PERIOD TIMELINE 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;"> ADDITIONAL TIMELINE ISSUES Teacher Response <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;"> SUMMATIVE ANNUAL REPORT <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; margin-top: 5px;"> SUMMATIVE CONFERENCE <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>	

2009–2010 Academic Calendar
 Houston Independent School District

Visit www.houstonisd.org
 for more calendars,
 including testing.

JULY 2009						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2009						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2009						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2009						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2009						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2010						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2010						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2010						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2010						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2010						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2010						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

KEY		Student Holidays and Non-attendance Days	
	Holidays	September 7, 2009	Labor Day
	Professional Development	September 28, 2009	Fall Holiday
	Teacher Service Days	November 25–27, 2009	Thanksgiving
	Teacher Preparation Days	December 21, 2009–January 4, 2010	Winter Break
[]	Make-up Days (if needed)	January 18, 2010	Martin Luther King Jr. Day
		February 15, 2010	President's Day
		March 15–19, 2010	Spring Break
		April 2, 2010	Spring Holiday
Significant Dates		Grading Periods	
August 5–7, 2009	New teacher inservice	6 Cycles	Report Card Dates
August 10, 2009	Teachers report to duty	8/24/09–10/2/09	10/14/09
August 24, 2009	First day of school	10/5/09–11/8/09	11/18/09
December 18, 2009	Last day of first semester	11/9/09–12/18/09	1/13/10
January 5, 2010	First day of second semester	1/5/10–2/19/10	3/3/10
May 27, 2010	Last day of school	2/22/10–4/9/10	4/21/10
May 28, 2010	Last day for teachers	4/12/10–5/27/10	5/27/10 (elementary and middle schools)
			6/2/10 (high schools)
	February 15 and April 2, 2010 are make-up days	4 Cycles	
		8/24/09–10/23/09	11/4/09
		10/26/09–12/18/09	1/13/10
		1/5/10–3/12/10	3/31/10
		3/22/10–5/27/10	5/27/10 (elementary and middle schools)
			6/2/10 (high schools)
Prekindergarten Grading Periods			
3 Cycles	Report Card Dates		
8/24/09–11/8/09	11/18/09		
11/9/09–2/19/10	3/3/10		
2/22/10–5/27/10	5/27/10		

NEW TEACHER
ORIENTATION

AND

ANNUAL UPDATE
TRAINING

Teacher Appraisal Materials

The Professional Development and Appraisal System (PDAS) manual will be provided for all new-hires who attend PDAS Orientation training provided by the Professional Development Services (PDS) Department. Returning teachers and experienced teachers new to the district will continue to use their 2005-2006 manuals. Teachers may also access the manual at www5.esc13.net.

All Houston Independent School District teachers will need to also refer to the **2009-2010 *Appraisal Implementation Manual for Teachers***.

Orientation for New Teachers

A six-hour PDAS orientation is required for:

- all new teachers (first year)
- all experienced teachers new to the district who do not have the appropriate PDAS orientation training certificate/verifiable school-district letter, accompanied by the previous year's appraisal of at least proficient in each domain
- all critical shortage, dedicated, and long-term associate teachers who do not have the appropriate PDAS orientation training certificate/verifiable school-district letter

Orientation training is required to occur no later than the final day of the first three week of the school year or of the hire date. Therefore, PDS will offer training at the beginning of the school year and monthly, as needed. Sessions will be available on e-TRAIN.

Registration via e-TRAIN is required. The PDS schedule for PDAS orientation is located on page eight.

PDAS/MPDAS Update Training for Returning Teachers

Update training for all returning teachers is required to occur during the first three weeks of the school year. This two-hour training will be provided through the PDS Department. Designated administrators will receive intensive training and materials in order to conduct standardized update training across the district.

Information to be shared shall include:

- The impact of TEKS and TAKS on the teacher appraisal
- The information regarding the requirements for the completion of the Teacher Self-Report (TSR) form, or the Modified Teacher Self-Report (MTSR) form
- The appraisal calendar
- Local procedures related to PDAS and MPDAS
- The option to have the formal 45-minute observation conducted in smaller time units
- MPDAS eligibility requirements and timeline for the submission of the MPDAS Agreement form
- Teachers' participation in the appropriate PDAS/MPDAS training session and within the appropriate deadline set by the commissioner of education is the responsibility of teachers as well as administrators.

Professional Development and Appraisal Training

New Teachers Professional Development and Appraisal (PDAS) Training



Please register on eTRAIN: All participants must register 15 days prior to the training date.

- Log onto the HISD web portal
 - Click Employees Services
 - Select eTRAIN
 - Search for PDAS and register for the appropriate course that displays.
- If you have any questions, please email: Melanie Evans-Smith mevanssm@houstonisd.org

**Most training sessions will be held at the Hattie Mae White Building
4400 West 18th Street
Houston, TX 77092**

PDAS Training 2009-2010

Last two trainings for this school year **

Date	Time	Location	e-TRAIN	Audience Yr.1 and 2 Non-FFS	Audience Yr. 3 & above Teachers FFS \$95.00
July 15, 2009	8:30 a.m.-3:30 p.m.	Harper Alt.	PD0227		
July 22, 2009	8:30 a.m.-3:30 p.m.	Austin HS	PD0227		
July 29, 2009	8:30 a.m.-3:30 p.m.	Bastian ES	PD0227		
August 07, 2009	8:30 a.m.-3:30 p.m.	Austin HS	PD0227		
August 08, 2009	8:30 a.m.-3:30 p.m.	Cooley	PD0227		
August 11, 2009	8:30 a.m.-3:30 p.m.	Sharpstown HS	PD0227		
August 14, 2009	8:30 a.m.-3:30 p.m.	Hartman MS	PD0227		
Aug. 15, 2009 (Sat.)	8:30 a.m.-3:30 p.m.	Cooley	PD0227		
September 3, 2009	8:30 a.m.-3:30 p.m.	HMW-2E02	PD0227		
September 17, 2009	8:30 a.m.-3:30 p.m.	HMW-3C12	PD0227		
October 8, 2009	8:30 a.m.- 3:30 p.m.	HMW-3C10	PD0227		
October 22, 2009	8:30 a.m.- 3:30 p.m.	HMW- 3C10	PD0227		
November 19, 2009	8:30 a.m.- 3:30 p.m.	HMW- 3C12	PD0227		
December 17, 2009	8:30 a.m.- 3:30 p.m.	HMW- 3C10	PD0227		
**January 21, 2010	8:30 a.m.- 3:30 p.m.	HMW- 3C10	PD0227		
**February 18, 2010	8:30 a.m.- 3:30 p.m.	HMW- 3C10	PD0227		

POLICY
AND
PROCEDURES

Houston Independent School District Teacher Appraisal Systems

The Houston Independent School District (HISD) offers a two-tier teacher appraisal system based on the Professional Development and Appraisal System (PDAS) recommended by the commissioner of education. The first tier of the system is PDAS. The second tier of the system is the Modified Professional Development and Appraisal System (MPDAS), developed by HISD to meet the needs of experienced teachers of the district.

The MPDAS was approved by the HISD Board of Education in July 1998. Revisions to the MPDAS were approved in June 2007.

Additional policy regarding teacher appraisals can be located in Board Policy Online and on the Policy Administration Department Web site.

Local Procedures Related to PDAS and MPDAS

- A. **Timelines:** The appraisal period will be governed by the rules of the current teacher appraisal system contained in the official PDAS teacher appraisal manual. The appraisal calendar shall be approved by the HISD Board of Education and published and distributed at the beginning of each school year. (The current appraisal calendar is posted on *HISDConnect*.)
- B. **Observations:** PDAS observations shall be **unscheduled**. Appraisers **shall not give advance notice of the date or time of an observation**.
- C. **Requests for Second Appraisal:** The teacher must make a written request for a second appraisal to his or her regional superintendent's office within 10 working days of receipt of the written Observation Report or written Annual Summative Report. (The regional superintendent or designee shall appoint the second appraiser. The second appraiser shall not come from the campus where the request originated.)
- D. **Second Appraisal Observations:** If a teacher requests a second observation, the observation will be **unscheduled**. Second appraisers shall not give advance notice of the date or time of an observation. **(The primary appraiser must conduct a complete appraisal for the teacher. The second appraiser must also conduct a complete appraisal for the teacher.)** When scoring domains VI-VIII, the second appraiser must rely on data provided by the primary appraiser.)
- E. **Scoring Procedures for Two Formal Observations:** When a second appraisal is made, the appraisee's domain scores **will be averaged** (by the second appraiser) and will constitute the teacher's domain scores for the appraisal period. (All eight domains must be completed by both appraisers prior to averaging the scores.)
- F. **Intervention Plans:** Employees receiving an unfavorable rating of "below expectations" or "unsatisfactory" in **one or more domains**, or employees whose performance creates concern, shall be provided with suggestions for improvement in the form of an intervention plan. Intervention plans for teachers will be written to the guidelines of PDAS.
- G. **Dispute Resolution:** If a teacher believes a procedure of the appraisal system has been misapplied to him or her, or if a teacher wishes to dispute the content of the assessment or the ratings given, a teacher has 30 days to file a dispute under Board Policy DGBA Local. A detailed explanation of the Dispute Resolution Process may be accessed through *HISDConnect* on the Board Services Department Web site.

The PDAS

QUALIFICATIONS FOR TEACHER APPRAISAL UNDER THE PDAS

In HISD, the current PDAS shall be used for the appraisal of:

- a) a teacher in his or her first three years of teaching who is on a **probationary** contract;
- b) a teacher whose probationary contract status is extended to a fourth year;
- c) an experienced teacher who is new to HISD;
- d) a teacher who received a rating of “below expectations” lower in any domain of the PDAS or MPDAS for the previous year;
- e) a teacher on any type of intervention or growth plan;
- f) at the discretion of the building principal, a teacher who is not on a probationary contract who transfers into a school from another HISD school;
- g) a teacher who teaches on a campus with a state-mandated Focused Improvement Plan (FIP) that includes the requirement that teachers be evaluated on the PDAS;
- h) a teacher who qualifies for appraisal with the MPDAS, but who does not choose in writing, within the designated timeframe, to participate in the MPDAS; or
- i) any other employee who functions as a classroom teacher of record for at least one class period a day. (This includes part-time employees.)

PDAS PROCEDURES

The PDAS procedures are found in the PDAS Orientation Manual given to each new teacher during orientation training. They are also found on the Region XIII Web site, www5.esc13.net. The Commissioner’s Rules (Chapter 150) can be found in the attachments. Region XIII Frequently Asked Questions (FAQs) are found in the attachments.

The MPDAS

QUALIFICATIONS FOR TEACHER APPRAISAL WITH THE MPDAS

1. In HISD, the MPDAS shall be used for the appraisal of a teacher:
 - a) who is under a term or continuing contract with HISD;
 - b) who received a rating of “proficient” or higher in each domain of the PDAS or MPDAS the previous year; **and**
 - c) a teacher who agrees, annually in writing, to participate in the MPDAS and to accept for the current appraisal year the ratings of the previous year’s appraisal as the highest possible ratings for domains I-V, and who is not otherwise required to be evaluated on the PDAS based upon the criteria set forth in this policy.
2. Teachers who choose appraisal under the MPDAS will have the same opportunities to raise their domain scores in domains VI-VIII as they would under the PDAS.
3. The teacher who meets the qualifications for the MPDAS has an option of appraisal under the PDAS or the MPDAS at the start of each appraisal year.

THE MPDAS RULES, FORMS, AND PROCEDURES

4. Except for modifications of rules, forms, and procedures described in this document, the MPDAS applies the rules, forms, procedures, appraisal domains, appraisal criteria, and calendar prescribed by the PDAS.

TEACHER ORIENTATION

5. The teacher who qualifies for and chooses the MPDAS must have completed the initial PDAS orientation and shall participate in the MPDAS orientation.
6. The MPDAS orientation shall be conducted on campus within the first three weeks of the school year.

RULES AND PROCEDURES

7. At the beginning of the appraisal year, a teacher who qualifies for and chooses the MPDAS must express his or her preference in writing within five working days following the appraisal update training; otherwise, appraisal under the PDAS is automatic.
8. The MPDAS allows walk-throughs for gathering data related to domains I-V. The collected data is considered cumulative data and governed by the rules pertaining to cumulative data under the PDAS.

9. A teacher who chooses the MPDAS will begin the year with domain ratings equal to the ratings received by the teacher for the previous year for domains I-V.
10. The annual MPDAS appraisal shall include:
 - a) walk-through observations conducted at the discretion of the appraiser;
 - b) written documentation from walk-throughs or other sources regarding job-related teacher performance that may affect the teacher's appraisal ratings as specified in the PDAS rules for cumulative data;
 - c) teacher-selected documentation to support performance in domains VI-VIII;
 - d) completion of Sections I and II of the Modified Teacher Self-Report (MTR), which shall support the teacher's performance in domains VI-VIII and which shall be presented to the appraiser within the first three weeks after the MPDAS orientation;
 - e) revision of Sections I and II (if necessary) and completion of Section III of the MTR, which shall support the teacher's performance in domains VI-VIII and be presented to the appraiser at least two weeks prior to the Summative Annual Appraisal Conference;
 - f) A written Summative Annual Appraisal Report provided by the appraiser to the teacher; and
 - g) A Summative Annual Conference (unless waived in writing by the teacher.)

WALK-THROUGH OBSERVATIONS
(For the MPDAS)

Walk-through observations are intended to encourage a positive and productive dialogue between the teacher and the appraiser. They are intended to encourage collaboration between the teacher and the appraiser for the benefit of the teacher and his or her students.

11. A walk-through is an unannounced visit to a teacher's classroom.
12. The number of walk-throughs conducted by the appraiser is at the discretion of the appraiser.
13. The length of a walk-through is at the discretion of the appraiser.

DOCUMENTATION OF DATA GATHERED DURING WALK-THROUGHS

14. If the appraiser uses information collected during a walk-through, the appraiser must follow all rules related to cumulative data, with the following exceptions:
 - a) Any information gathered during a walk-through that may affect a teacher's domain scores must be documented in writing and shared with the teacher **within three working days** after the walk-through and **prior** to another data-gathering walk-through.
 - b) Before cumulative data gathered from a walk-through may negatively affect a teacher's domain scores, the appraiser must conduct three or more walk-throughs, at least five to ten minutes in length, that reveal any weakness in the teacher's performance.
 - c) After a deficiency has been observed on three separate occasions and a conference has been held with the employee, appraisal on the PDAS is **automatic** for the current school year.
15. Observations may be conducted at the discretion of the appraiser and cumulative data may be collected that could result in domain scores declining, possible placement of teachers on an intervention plan, and/or moving an otherwise eligible teacher from the MPDAS to the PDAS.
16. Observations of behavior that compromises the safe operation of the classroom or school shall be documented after the first observation and may have an impact on the teacher's appraisal rating.
17. Documentation of cumulative data gathered during a walk-through must include the date of the observation, the time the observation began, and the time the observation ended.

MODIFIED TEACHER SELF-REPORT (MTSR)

SECTION I:

18. Section I of the MPDAS Modified Teacher Self-Report (MTSR) is the same as the Section I of the PDAS Teacher Self-Report (TSR).

SECTION II:

19. The MTSR requires the teacher to:
 - a) establish an instructional goal based on formal and/or informal data about the students and on the required objectives of the teacher's grade/content area/skill;
 - b) explain how he or she will achieve the goal;
explain how he or she will monitor progress and provide student feedback with respect to the goal; and

state the plans for professional development that will assist him or her in his or her effort to achieve the goal.

SECTION III:

20. The MTSR requires a description of what the teacher has accomplished during the appraisal year to:
- a) assist “at-risk” students;
 - b) support his or her School Improvement Plan; and
 - c) list professional-development activities for the past year.

SECOND APPRAISAL

21. The teacher must make a written request for a second appraisal to his or her regional superintendent’s office within 10 working days of receipt of documentation of cumulative data or Summative Annual Appraisal Report.
22. In the event that a teacher requests a second appraisal, the second appraisal will be carried out under the rules of the PDAS, with the exception that the MTSR will be used instead of the TSR.

FORMS
AND
DOCUMENTS

Commissioner's Rules

Chapter 150. Commissioner's Rules Concerning Educator Appraisal Subchapter AA. Teacher Appraisal

Statutory Authority: The provisions of this Chapter 150 issued under the Texas Education Code, §§21.351-21.356, unless otherwise noted.

§150.1001. General Provisions.

(a) Beginning with the 1997-1998 school year, all school districts have two choices in selecting a method to appraise teachers: a teacher-appraisal system recommended by the Texas commissioner of education or a local teacher-appraisal system.

(b) The commissioner's recommended teacher-appraisal system, the Professional Development and Appraisal System (PDAS), was developed in accordance with Texas Education Code (TEC), §21.351.

(c) The superintendent of each school district, with the approval of the school district board of trustees, may select the PDAS. Each school district or campus wanting to select or develop an alternative teacher-appraisal system must follow TEC, §21.352.

Source: The provisions of this §150.1001 adopted to be effective August 1, 1997, 22 TexReg 4200.

§150.1002. Assessment of Teacher Performance.

(a) The teacher proficiencies described in Learner-Centered Schools for Texas: A Vision of Texas Educators, approved by the State Board of Education on February 11, 1994, shall be the foundation for the Professional Development and Appraisal System (PDAS).

(b) Each teacher shall be appraised on the following domains:

- (1) Domain I: Active, successful student participation in the learning process;
- (2) Domain II: Learner-centered instruction;
- (3) Domain III: Evaluation and feedback on student progress;
- (4) Domain IV: Management of student discipline, instructional strategies, time and materials;
- (5) Domain V: Professional communication;

- (6) Domain VI: Professional development;
- (7) Domain VII: Compliance with policies, operating procedures and requirements; and
- (8) Domain VIII: Improvement of academic performance of all students on the campus (based on indicators included in the Academic Excellence Indicator System (AEIS)).

(c) Each domain shall be scored independently. The evaluation of each of the domains shall consider all data generated in the appraisal process. The data for the appraisal of each domain shall be gathered from observations, the Teacher Self-Report Form, and other documented sources. The data shall describe teacher contributions in increasing student achievement, making the whole school safe and orderly, and creating a stimulating learning environment for children.

(d) Each teacher shall be evaluated on Domains I through VIII using the following categories:

- (1) exceeds expectations;
- (2) proficient;
- (3) below expectations; and
- (4) unsatisfactory.

(e) The teacher evaluation in Domain VIII shall include the following areas:

- (1) efforts to enhance academic performance;
- (2) efforts to enhance student attendance;
- (3) efforts to identify and assist students in at-risk situations; and
- (4) campus performance rating.

(f) Campus performance rating data for Domain VIII shall be reported (not scored) by a campus or district for the first year of the PDAS implementation and/or during the first year for new teachers to a campus.

Source: The provisions of this §150.1002 adopted to be effective August 1, 1997, 22 TexReg 4200.

§150.1003. Appraisals, Data Sources, and Conferences.

(a) Each teacher must be appraised each school year, except as provided by subsection (l) of this section. Whenever possible, an appraisal shall be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

(b) The annual teacher appraisal shall include:

(1) at least one classroom observation of a minimum of 45 minutes as identified in subsection (g) of this section, with additional walk-throughs and observations conducted at the discretion of the appraiser;

(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 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 Teacher Self-Report Form that shall be presented to the principal at least two weeks prior to the summative annual conference;

(5) cumulative data of written documentation collected regarding job-related teacher performance, in addition to formal classroom observations;

(6) a written summative annual appraisal report; and

(7) a summative annual conference.

(c) A teacher may be given advance notice of the date or time of an appraisal, but advance notice is not required.

(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.

(e) During the appraisal period, the appraiser shall evaluate and document teacher performance specifically related to the domain criteria as identified in §150.1002(b) of this title (relating to Assessment of Teacher Performance).

(f) The appraiser is responsible for documentation of the cumulative data identified in subsection (b)(5) of this section. 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 ten working days of the appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the appraiser is not the teacher's principal.

(g) By mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

(h) A written summative annual appraisal report shall be shared with the teacher no later than five working days before the summative conference and no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report shall be placed in the teacher's personnel file by the end of the appraisal period.

(i) Unless waived in writing by the teacher, a summative conference shall be held within a time frame specified on the school district calendar and no later than 15 working days before the last day of instruction for students. The summative conference shall focus on the written summative report and related data sources.

(j) In cases where the appraiser is not an administrator on the teacher's campus, either the principal, assistant principal, or another supervisory staff member designated as an administrator on the campus will participate in the summative annual conference.

(k) 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).

(l) Except as otherwise provided by this subsection, appraisal must be done at least once during each school year. A teacher may be appraised less frequently if the teacher agrees in writing and the teacher's most recent appraisal rated the teacher as at least proficient, or the equivalent, and did not identify any area of deficiency. A teacher who is appraised less frequently than annually must be appraised at least once during each period of five school years.

(1) District policy may stipulate:

(A) whether the appraisal option is to be made available to teachers;

(B) whether the appraisal option is to be adopted districtwide or is to be campus specific;

(C) if the appraisal accompanying a teacher new to a district or campus meets the option as specified in this subsection, whether the appraisal is to be accepted or whether that teacher is to be appraised by the new campus administrator; and

(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.

(2) 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).

(3) For purposes of this subsection, in the teacher-appraisal system recommended by the commissioner, an area of deficiency is a domain. A teacher must be rated as at least proficient for each domain (i.e., for all domains) to be eligible for less frequent appraisals under this subsection.

Source: The provisions of this §150.1003 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective April 15, 1999, 24 TexReg 2934; amended to be effective May 31, 2004, 29 TexReg 5345.

§150.1004. Teacher in Need of Assistance.

(a) A teacher whose performance meets any of the following circumstances will be designated as a "teacher in need of assistance":

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

(b) When a teacher is designated as a teacher in need of assistance, the appraiser and/or the teacher's supervisor shall, in consultation with the teacher, develop an intervention plan that includes the following:

- (1) domain(s) that designate a teacher as a teacher in need of assistance;
- (2) directives or recommendations for professional improvement activities;
- (3) evidence that is used to determine successful completion of professional improvement activities;
- (4) directives for changes in teacher behavior;
- (5) evidence that is used to determine if teacher behavior has changed; and
- (6) specific time line for successful completion.

(c) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.

(d) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

(e) The intervention plan shall include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.

(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".

Source: The provisions of this §150.1004 adopted to be effective August 1, 1997, 22 TexReg 4200.

§150.1005. Teacher Response and Appeals.

(a) A teacher may submit a written response or rebuttal at the following times:

- (1) after receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; and/or
- (2) after receiving a written summative annual appraisal report.

(b) Any written response or rebuttal must be submitted within ten working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. At the discretion of the appraiser, the time period may be extended to 15 working days.

(c) A teacher may request a second appraisal by another appraiser at the following times:

- (1) after receiving a written observation summary with which the teacher disagrees; and/or
- (2) after receiving a written summative annual appraisal report with which the teacher disagrees.

(d) The second appraisal must be requested within ten working days of receiving a written observation summary or a written summative annual appraisal report. At the discretion of the appraiser, the time period may be extended to 15 working days.

(e) A teacher may be given advance notice of the date or time of a second appraisal, but advance notice is not required.

(f) The second appraiser shall appraise the teacher in all domains. The second appraiser shall make observations and walk-throughs as necessary to evaluate Domains I through V. The second appraiser shall use the Teacher Self-Report Form and cumulative data from the first appraisal to evaluate Domains VI through VIII. Cumulative data may also be used by the second appraiser to evaluate other domains.

(g) Each school district shall adopt written procedures for a teacher to present grievances and receive written comments in response to the written annual report. Each district shall also adopt written procedures for determining the selection of second appraisers. These procedures shall be disseminated to each teacher at the time of employment and updated annually or as needed.

Source: The provisions of this §150.1005 adopted to be effective August 1, 1997, 22 TexReg 4200.

§150.1006. Appraiser Qualifications.

- (a) The teacher-appraisal process requires at least one appraiser.
- (b) 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.
- (c) An appraiser who is a classroom teacher may not appraise the performance of another classroom teacher who teaches at the same school campus at which the appraiser teaches, unless it is impractical because of the number of campuses or unless the appraiser is the chair of a department or grade-level whose job description includes classroom observation responsibilities.
- (d) 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.
 - (1) Educators certified as appraisers for the Texas Teacher Appraisal System (TTAS) before January 1997 shall be required to take only the Professional Development and Appraisal System (PDAS) training to qualify as a certified appraiser for the new system. Beginning June 1, 2002, individuals seeking to become PDAS appraisers must comply with requirements specified in subsection (d)(3) of this section.
 - (2) Educators seeking certification as an appraiser for the PDAS after January 1, 1997, and no later than June 1, 2002, holding no prior TTAS certification, shall be required to complete the ILT or ILD training and the PDAS training with the successful completion of ILT or ILD training as a prerequisite to the PDAS training.
 - (3) Educators seeking certification as an appraiser for the PDAS after June 1, 2002, shall be required to complete ILD training and the PDAS training with successful completion of ILD training as a prerequisite to the PDAS training.

Source: The provisions of this §150.1006 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective July 31, 2001, 26 TexReg 5638.

§150.1007. Teacher Orientation.

(a) 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.

(1) Additional orientations shall be provided any time substantial changes occur in the PDAS.

(2) A teacher new to the district shall be provided with an orientation of the PDAS at least three weeks before the teacher's first observation.

(b) Teachers' orientation shall include materials approved by the commissioner of education. These materials shall include all state and local appraisal policies, the local appraisal calendar, and information on the requirements for the completion of the Teacher Self-Report Form. In addition to the orientation, campuses may hold other sessions sufficient in length allowing teachers to actively participate in a discussion of the PDAS specifics and to have their questions answered.

Source: The provisions of this §150.1007 adopted to be effective August 1, 1997, 22 TexReg 4200.

Performance Appraisals

DNA Local Board Policy

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PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

PROFESSIONAL
DEVELOPMENT AND
APPRAISAL SYSTEM

The Professional Development and Appraisal System (PDAS) and the Modified Professional Development and Appraisal System (MPDAS) are the assessment programs for teachers.

OBSERVATIONS

PDAS observations shall be unscheduled. Appraisers shall not give advance notice of the date or time of an observation.

If a teacher requests a second observation, the observation will be unscheduled. Second appraisers shall not give advance notice of the date or time of an observation.

When a second appraisal is made the appraisers' domain scores will be averaged and will constitute the teacher's domain rating scores for the appraisal period.

ASSISTANCE

When there are concerns about an employee's performance, the employee may be provided suggestions for improvement in the form of a Growth Plan; when an employee receives unfavorable ratings, however, the employee shall be provided such a Growth Plan. Growth plans for teachers will be written according to the guidelines for the PDAS.

DISPUTE RESOLUTION

If a teacher feels that a procedure of the appraisal system has been misapplied to him or her, or if a teacher wishes to dispute the content of the assessment or the ratings given, the teacher may access the DISPUTE RESOLUTION process at DGBA(LOCAL).

PROBATIONARY
TEACHERS

Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract at the end of the contract term. [See DFAB(LEGAL)]

EMPLOYMENT
DECISIONS

When relevant to decisions regarding term contracts, written evaluations of a teacher's performance, as documented to date, and any other information the administration deems appropriate, shall be considered in decisions affecting contract status.

DATE ISSUED: 5/1/2000
LDU-18-00
DNA(LOCAL)-X

ADOPTED:

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Grievance Procedures

DGBA LOCAL Board Policy

Houston ISD
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PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

DISPUTE RESOLUTION PROCESS The dispute resolution process provides employees an orderly process for the prompt and equitable resolution of disputes when a concern has not been resolved. The Board intends that, whenever feasible, disputes be resolved at the lowest possible administrative level. This policy shall not be construed to create new or additional rights beyond those granted by Board policy or law.

DEFINITIONS For purposes of this policy, "days" shall mean calendar days unless otherwise noted in this policy.

The terms "dispute," "complaint," and "grievance" shall have the same meaning. A dispute under this policy may include, but shall not be limited to, any of the following:

1. Grievances concerning an employee's wages, hours, or conditions of work, including employment status.
2. Specific allegations of unlawful discrimination in employment on the basis of sex (including allegations of sexual harassment), race, religion, national origin, age, or disability.
3. Specific allegations of unlawful discrimination or retaliation on the basis of the employee's exercise of constitutional rights.
4. Whistleblower complaints.

OTHER REVIEW PROCESSES Procedures and information regarding sexual harassment by other employees are found at DIA(LOCAL) and information regarding federal nondiscrimination is found at DAA(LOCAL).

An employee's termination or nonrenewal may be the subject of a dispute or grievance under this policy only if the District does not otherwise provide for a review of the matter. The following are governed by other review processes and are not subject to this policy:

1. Grievances regarding suspension without pay of a contractual employee: DF series
2. Grievances regarding termination of an employment contract governed by Chapter 21 of the Education Code: DF series
3. Grievances against a District peace officer: CKE
4. Grievances regarding instructional materials: EFA

NOTICE TO EMPLOYEES The principal of each campus and other supervisory personnel shall ensure that employees under their supervision are informed of this policy.

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FREEDOM FROM
RETALIATION

Neither the Board nor the administration shall unlawfully retaliate against any employee for bringing a grievance under this policy. [See DG(LEGAL)]

WHISTLEBLOWER
COMPLAINTS

Employees who allege adverse employment action in retaliation for reporting a violation of law to an appropriate authority shall initiate a dispute resolution process under this policy within the time specified by law. [See DG(LEGAL)]

The complaint shall first be filed in accordance with the alternative entry into the dispute resolution process, below. Time lines for the employee and the District set out in this policy may be shortened to enable the Board to make a final decision within 60 days of the initiation of the complaint.

GENERAL
REQUIREMENTS

The dispute resolution form must specify the individual harm alleged. An employee is prohibited from bringing separate or serial grievances regarding the same event or action. All time limits shall be strictly complied with unless modified by mutual consent. Costs of any dispute shall be paid by the party incurring them.

CONSOLIDATION

When the Superintendent determines that two or more individual concerns are sufficiently similar in nature and remedy to permit their resolution through one proceeding, he or she may consolidate the disputes.

REPRESENTATION AT
DISPUTE RESOLUTION
CONFERENCES

An employee shall be entitled to representation at any and all meetings that directly relate to the issues that are being addressed in the dispute resolution process. An employee may represent himself or herself or be represented by an individual of his or her choosing. An employee may not designate a representative who claims the right to strike.

TIME FRAMES

The primary purpose of the dispute resolution process is the resolution of concerns in an expeditious manner. The time frames set forth at each level of the process are maximums and, whenever possible, the decision-maker should render a decision or resolution within a shorter period of time.

All time frames shall be counted in calendar days, the first day commencing on the next calendar day after the event triggering the time frame. Time frames shall not include days that are Districtwide designated holidays.

The grievant may seek the relief for the lack of compliance with the time frames as set forth for each step of the process. Although the employee may not file a separate grievance for failure of the administration to comply with established time frames under this policy, upon notification by the grievant or his/her representative, if it is found that an administrator has failed to meet a designated

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LDU 2007.02
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	time line, the Superintendent or designee shall issue written administrative directives to a responsible party.
SCHEDULING CONFERENCES	All conferences shall take place during normal District business hours. All participants, including witnesses, shall be released from regular duties and shall suffer no loss of pay or other benefits if, and only if, they receive prior approval from their immediate supervisor. In no instance shall regular instruction be interrupted.
MUTUAL AGREEMENT OF THE PARTIES	The parties involved may mutually consent to modify the procedures as may be necessary to accomplish the goal of resolving disputes in the most efficient and expeditious manner possible.
WITHDRAWAL	An employee may withdraw a dispute at any time. Once withdrawn, a dispute may not be reopened. A dispute shall be considered withdrawn if an employee fails to pursue the dispute or otherwise is deemed to be unreasonably protracting the process.
RESOLUTION	If at any level of the dispute resolution process the employee is granted the relief he or she has requested, the dispute shall be deemed resolved. A resolved dispute shall be provided in writing and may not be appealed to the next level of the process.
INFORMAL RESOLUTION OF CONCERNS	When informal discussions fail to resolve the concern or dispute, the employee may obtain a dispute resolution form from the school department or region office, as appropriate, or the Office of Human Resources and file a request for the formal process described below.
FORMAL PROCESS	The formal process shall consist of Levels One and Two, which are closed to the public. No members of the public may attend except the designated representative. A Level Three presentation to the Board shall be within a properly posted Board meeting. The determination of whether the hearing will be opened to the public or held in closed session is within the discretion of the Board, except that the hearing shall be held in closed session upon request by the employee who is the grievant in the dispute. The only exception to the grievant's election to hold the hearing in closed session is when the employee against whom the complaint or charge is brought makes a written request for an open hearing, in which case the hearing shall be opened to the public.
LEVEL ONE	An individual who has been unable to resolve a concern/dispute about a wage, hour, or condition of work through the informal process may file a formal dispute by submitting a completed dispute resolution form within 30 calendar days from the date of the alleged action/decision that forms the basis of the concern/dispute and in accordance with the calculation of time frames as set forth

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above. If the employee did not learn of the action until a later date, the time shall be counted from the date a reasonable person should have learned of the action/decision through reasonable diligence and in accordance with the calculation of time frames as set forth above.

The completed form must clearly state the dispute regarding an issue of wages, hours, or conditions of work. The form must also clearly state a valid remedy that a supervisor may lawfully grant. A form may be rejected on the grounds that it is not a valid dispute of wages, hours, or conditions of work or that no valid remedy has been stated or may be granted for the alleged act/decision.

The completed dispute resolution form shall be filed with the principal/department head/work location supervisor who has direct supervision of that particular employee.

The immediate supervisor shall convene a conference with the employee within seven calendar days of receipt of the completed dispute resolution form in accordance with the calculation of time frames as set forth above. The conference is not an evidentiary or due-process hearing. The conference is an informal conference for the sole purpose of discussing and resolving concerns or disputes of an employee with respect to wages, hours, or conditions of work. The conference may not be recorded in any manner by any person participating in or attending the conference. The conference shall be held during regular District business hours, except that no instruction shall be interrupted.

There shall be no cross-examination of any witnesses, nor shall this conference in any way resemble an evidentiary hearing. Each side will simply make presentations to the supervisor within the time restrictions set by the supervisor.

The supervisor, after considering the matters presented at the conference and any other information he or she may have, shall issue a decision or resolution with respect to the dispute held by the employee. The decision/resolution shall be rendered no later than seven calendar days from the date of the conference in accordance with the calculation of time frames as set out above. The decision/resolution shall be provided to the employee on the original dispute resolution form filed with the supervisor, with attachments, as appropriate.

LEVEL TWO

In the event the employee is not satisfied with the decision/resolution of the immediate supervisor or if the administration fails to meet the designated time frame for either convening a conference or rendering a decision within the allotted time frame, the employee may appeal the dispute to Level Two of the dispute reso-

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lution process. If the employee does not have the original dispute resolution form, he or she may substitute a true and correct copy of the same for filing at Level Two.

An employee must file the appeal within seven calendar days of receipt of the decision/resolution. If the administration's time line to issue the decision/resolution passes, an employee has seven calendar days from the date the decision/resolution was due to file his or her appeal. The appeal must be filed with the next line supervisor who is in vertical-alignment with the supervisor hearing the dispute at Level One. The appeal shall be filed by forwarding the original or a true and correct copy of the dispute resolution form and any attachments with the Superintendent's Direct Report who is in vertical-alignment with the supervisor hearing the dispute at Level One. The Superintendent's Direct Report or designee shall convene a conference within ten calendar days of the date of receipt of the dispute resolution form in accordance with the calculation of time frames as set forth above. The conference shall be held during the normal District business hours of the employee requesting the conference. The Level Two hearing officer will have satisfied his or her duty to convene the conference, for purposes of following prescribed time lines, by contacting the employee or his or her representative, offering available dates and times for the hearing that will occur at a mutually agreed-upon time, with mutual effort to schedule the conference within that prescribed time frame. If the employee who filed the dispute is unable to attend or cannot secure the representation of choice for the scheduled conference date and time, the Level Two hearing officer shall convene the conference at a mutually agreed-upon date and time.

The conference is not an evidentiary or due process hearing; it is an informal conference for the sole purpose of resolving concerns or disputes brought up by an employee with respect to wages, hours, or conditions of work. The conference shall be recorded by a court reporter paid for by the District. The employee shall be allotted a specific amount of time to present his or her concerns. The employee may also present witnesses and submit any available documentation. The Level One hearing officer shall be allotted the same amount of time to present his or her own position and allowed to submit any documentation on the issue.

There shall be no cross-examination of witnesses, nor shall this conference in any way resemble an evidentiary hearing. Each side will simply make presentations to the Level Two hearing officer within the time restrictions set by the Level Two hearing officer.

The Level Two hearing officer, after considering the matters presented at the conference and any other information he or she may

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have, shall arrive at a decision or resolution regarding the dispute. The decision/resolution shall be rendered no later than seven calendar days from the date on which the Level Two hearing officer receives the transcript of the conference in accordance with the calculation of time frames as set forth above. The decision shall be provided to the employee or the employee's representative on the original dispute resolution form filed by the grievant or as an affixed attachment to that document. The decision shall be deemed rendered upon confirmation of delivery via facsimile with original to follow, or by proof of mailing of the original document.

LEVEL THREE

If the employee is not satisfied with the decision/resolution of the Level Two hearing officer or if a decision/resolution is not rendered within the allotted time frame following receipt of the transcript of the conference by the Level Two hearing officer, the employee may appeal the dispute to Level Three of the dispute resolution process.

The Board will not conduct a Level Three hearing until after a Level Two hearing has been convened and a transcript of the hearing is available for the Board's review.

The appeal to the Board shall be filed within seven calendar days of the decision/resolution. If the administration's time line to issue the decision/resolution passes, an employee has seven calendar days from the day the decision/resolution was due to file his or her appeal. An appeal shall be filed by forwarding the original dispute resolution form or a true and correct copy, including all attachments and decisions rendered, to the Board Services Office, Level One of the Houston ISD's Hattie Mae White Education Support Center. A Level Three hearing request form or a cover letter addressed to the Board President containing a clear request for a hearing must accompany the dispute form, attachments, and decisions rendered to date.

The Board shall attempt to hear the dispute within 30 calendar days of its receipt. Both parties, the employee and the administration representative, shall make oral arguments before the Board within time restrictions set by the Board.

After hearing and considering the concern of the employee and the response of the administration, the Board may choose to issue a disposition of the dispute or not to act on it. If the Board chooses to issue a disposition, it shall be done in writing, no later than at the next regularly scheduled Board meeting. The disposition shall be addressed to the employee and the immediate supervisor.

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ALTERNATIVE ENTRY
INTO THE FORMAL
DISPUTE RESOLUTION
PROCESS

An alternative method for entry into the formal dispute resolution process shall be used to address concerns that are not under the authority of an employee's immediate supervisor or for specific good-faith allegations of unlawful discrimination on the basis of sex (including sexual harassment), race, religion, national origin, age, or disability, or on the basis of the employee's exercising his or her constitutional rights. Concerns of this nature shall specify the individual harm being alleged.

If the employee believes that the alternative entry into the dispute resolution process is appropriate, the employee shall transmit the dispute resolution form directly to the executive general manager of Human Resources, with a copy to the employee's immediate supervisor. The executive general manager of Human Resources shall determine whether the dispute presented should enter at Level One or Level Two of the dispute resolution process, and the appropriate administrator to hear and resolve the dispute. The executive general manager of Human Resources shall have five business days from the date the dispute is received to inform both the employee and the administrator identified to hear and resolve the dispute, in writing, the procedural entry level for that dispute and the hearing officer for that level, in accordance with the calculation of time frames as set forth above.

Notification from the executive general manager of Human Resources to the named hearing officer shall include the original dispute resolution form or a true and correct copy of the same.

Receipt of notification by the hearing officer shall trigger time frames for the designated level of the grievance process in accordance with the calculation of time frames as set forth above, except that the time frame to contact the employee or his or her representative to schedule a hearing shall not exceed 14 calendar days from the date that the dispute was filed with the executive general manager of Human Resources.

An employee must file the appeal within seven calendar days of receipt of the decision/resolution. If the administration's time line to issue the decision/resolution passes, an employee has seven calendar days from the date the decision/resolution was due to file his or her appeal.

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Dispute Resolution Form

*This form can be found on the Human Resources
Web site.*

HOUSTON INDEPENDENT SCHOOL DISTRICT
DISPUTE RESOLUTION FORM

[Refer to Board Policy DGBA(LOCAL) for procedures and requirements]

LEVEL:

1. Principal/Work Location Supervisor
2. Regional Superintendent/Next Level Vertical Line Supervisor
3. Board of Education

EMPLOYEE'S NAME _____

Home Phone _____

EMPLOYEE'S ADDRESS _____
Street City State Zip

Work Location _____ Work Location Phone _____

Name, address, and telephone of representative, if any _____

Date Concern/Dispute Occurred _____ Date Filed _____

Principal/Work Location Supervisor _____

Statement of Concern/Dispute:

(Attach a copy of the statute/policy/SPM allegedly violated.)

Remedy Requested:

Signature of Employee Date

Teacher Self-Report I
For PDAS and MPDAS

***For all teachers appraised with PDAS and
MPDAS***

***Due to appraiser no later than the final day of
the first three weeks after the initial or update
training***

***This form can be found on the Employee
Appraisal Web site.***

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

**PROFESSIONAL DEVELOPMENT AND SUPPORT
 TEACHER SELF-REPORT FORM**

Contributions to The Improvement of Academic Performance
 of All Students on Campus

The following are general rules for use of the Teacher Self-Report (TSR):

- (1) *Based upon the nature of the teaching assignment, TEKS/TAKS objectives may vary in content and level of difficulty.*
- (2) *Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.*
- (3) *Depending upon the classroom context, objectives may be identified for:*
 - a. *A subset of the TEKS/TAKS objectives.*
 - b. *A subset of classes assigned to the teacher.*
 - c. *A subset of the teacher's students.*
- (4) *The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).*

Section I*

The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.

1. Which academic skills (TEKS/TAKS objectives) do you directly teach or reinforce in your classes?

READING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	3,4,5,6,7,8	The student will demonstrate a basic understanding of culturally diverse written texts.	
2	3,4,5,6,7,8	The student will apply knowledge of literary elements to understand culturally diverse written texts.	
3	3,4,5,6,7,8	The student will use a variety of strategies to analyze culturally diverse written texts.	
4	3,4,5,6,7,8	The student will apply critical thinking skills to analyze culturally diverse written texts.	
1	9,10,11	The student will demonstrate a basic understanding of culturally diverse written texts.	
2	9,10,11	The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	
3	9,10,11	The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

WRITING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	4,7	The student will, within a given context, produce an effective composition for a specific purpose.	
2	4,7	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence structure.	
3	4,7	The student will recognize appropriate organization of ideas in text.	
4	4,7	The student will recognize correct and effective sentence construction in written text.	
5	4,7	The student will recognize standard usage and appropriate word choice in written text.	
6	4,7	The student will proofread for correct punctuation, capitalization, and spelling in written text.	
1	10,11	The student will, within a given context, produce an effective composition for a specific purpose.	
2	10,11	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence structure.	
3	10,11	The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	

MATHEMATICS

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	3,4,5,6,7,8	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	
2	3,4,5,6,7,8	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
3	3,4,5,6,7,8	The student will demonstrate an understanding of geometry and spatial reasoning.	
4	3,4,5,6,7,8	The student will demonstrate an understanding of the concepts and uses of measurement.	
5	3,4,5,6,7,8	The student will demonstrate an understanding of probability and statistics.	
6	3,4,5,6,7,8	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

1	9,10,11	The student will describe functional relationships in a variety of ways.	
2	9,10,11	The student will demonstrate an understanding of the properties and attributes of functions.	
3	9,10,11	The student will demonstrate an understanding of linear functions.	
4	9,10,11	The student will formulate and use linear equations and inequalities.	
5	9,10,11	The student will demonstrate an understanding of quadratic and other nonlinear functions.	
6	9,10,11	The student will demonstrate an understanding of geometric relationships and spatial reasoning.	
7	9,10,11	The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	
8	9,10,11	The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
9	9,10,11	The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	
10	9,10,11	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	

SCIENCE

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	5	The student will demonstrate an understanding of the nature of science.	
2	5	The student will demonstrate an understanding of the life sciences.	
3	5	The student will demonstrate an understanding of the physical sciences.	
4	5	The student will demonstrate an understanding of the earth sciences.	
1	10,11	The student will demonstrate an understanding of the nature of science.	
2	10,11	The student will demonstrate an understanding of the organizations of living systems.	
3	10,11	The student will demonstrate an understanding of the interdependence of organisms and the environment.	
4	10,11	The student will demonstrate an understanding of the structures and properties of matter.	
5	10,11	The student will demonstrate an understanding of motion, forces, and energy.	

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

SOCIAL STUDIES

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES.....			
1	8,10,11	The student will demonstrate an understanding of issues and events in U. S. History.	
2	8,10,11	The student will demonstrate an understanding of geographic influences on historical issues and events.	
3	8,10,11	The student will demonstrate an understanding of economic and social influences on historical issues and events.	
4	8,10,11	The student will demonstrate an understanding of political influences on historical issues and events.	
5	8,10,11	The student will use critical-thinking skills to analyze social studies information.	

OTHER OBJECTIVES

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What processes do you use to assess the needs of your students with regard to academic skills (TEKS/TAKS objectives)?

- Disaggregated TEKS/TAKS data
- Curriculum-correlated assessment materials
- Teacher-designed assessment process/materials
- Diagnostic observations
- Other standardized test results
- Cumulative classroom performance data
- Other (describe)

Check all that apply

PDAS
Teacher Self-Reports II and III

*Due to the appraiser two weeks before the
Summative Conference*

*These forms can be found on the Employee
Appraisal Web site.*

MPDAS

Teacher Self-Report II and III

*Due to the appraiser two weeks before the
Summative Conference*

*These forms can be found on the Employee
Appraisal Web site.*

Name: _____
Appraiser: _____
Campus: _____

Appraisal Year: _____
Date Submitted: _____
Assignment/Grade: _____

HISD Modified Professional Development And Appraisal System
Modified Teacher Self-Report Form

SECTION II

The data requested in Sections II and III must be presented to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per question.

3. Based on the required objectives of your grade/content area/skill and formal and/ or informal information about your students, state an instructional goal for the year. Explain.
4. How will you achieve your goal?
5. How will you monitor progress and provide student feedback with respect to your goal?
6. State plans for professional development which will assist you in your efforts to achieve your instructional goal?

MPDAS Agreement Form

Due to the appraiser no later than five working days after the update training at the beginning of the school year.

Failure to submit the form within the timeline approved by the board of trustees will result in removal from the MPDAS and placement on the PDAS.

This form can be found on the Employee Appraisal Web site.

MPDAS TEACHER PARTICIPATION AGREEMENT

I wish to participate during the current appraisal year in the Houston Independent School District's Modified Professional Development and Appraisal System (MPDAS).

- I meet all of the qualifications for participation specified in MPDAS instrument:
 - I am employed under a term or continuing contract with HISD.
 - In the previous year, I received a rating of "Proficient" or higher in every domain of the Professional Development and Appraisal System or the Modified Professional Development and Appraisal System.
- I agree to accept for the current appraisal year the ratings of my previous year's appraisal as the highest possible ratings for Domains I-V.

The **numerical** ratings from my previous year's appraisal are:

Domain I _____
Domain II _____
Domain III _____
Domain IV _____
Domain V _____
Domain VI _____
Domain VII _____
Domain VIII _____

- I understand that observation of my classroom performance will be limited to walk-throughs conducted at the discretion of my appraiser.
- I understand that my ratings for Domains I-V can be affected negatively by cumulative data gathered under the rules for cumulative data in the PDAS and in the MPDAS.
- I understand that my ratings for Domains VI-VIII are determined under the rules for the PDAS.

By signing below, I certify that all the information on this form is true and complete to the best of my knowledge.

_____ Name _____ Date _____

_____ MPDAS Training Date _____

_____ Approved _____
Principal's Signature Date

Professional Development Form

*Due to the appraiser two weeks before the
Summative Conference*

*This form can be found on the Professional
Development or Employee Appraisal Web sites.*

Houston Independent School District

Professional Development Attendance Form

Intended to Fulfill the 45-Hour District Requirement
2009 - 2010

LAST NAME _____ EMPLOYEE ID #

FIRST NAME _____ SCHOOL _____ POSITION _____

I have attended the following workshops, courses, and/or activities completed during the period of June 1, 2009, to May 31, 2010, and each course meets the specified guidelines for fulfilling the 45-Hour District Requirement of Professional Development Training. I understand that these workshops comply with the district requirement of 45 hours of professional development for the 2009-2010 school year. I understand that I will submit my Professional Development Attendance form and supporting training documents to my campus administrator in accordance to the state and local appraisal timeline (i.e. MPDAS/PDAS – at least two weeks prior to the summative conference). In addition, I understand this form represents quality professional development that aligns with certification requirements and I will continue to record professional development hours within the period of June 1, 2009, to May 31, 2010.

I will print and attach my Houston ISD eTRAIN transcript and other workshop attendance reference forms upon any submission. Upon completion, this form will be given to the principal.

DATE	HOURS	NAME OF COURSE OR BRIEF DESCRIPTION OF THE ACTIVITY	PRESENTER	LOCATION
		Print and attach eTRAIN Transcript Employee Portal → HISD Application Links → eTRAIN → My Transcript		
		Individual Teacher Professional Development Days Waiver approved and Pre-approval of session by school administrator required. ⁻¹⁻		

TOTAL HOURS
(45 Hours Required)

Teacher's Signature

Date

Principal's Signature

Date

The principal's signature acknowledges receipt of this form. It is not intended to verify attendance.

HISD Policies: DMA (LEGAL)(LOCAL), DMD(LEGAL)(LOCAL), SPM 4603.

⁻¹⁻ Reference the **WAIVERS APPROVAL AND SUBMISSION PROCESS** memorandum (March 9, 2009).

Reviewed and approved by Academic Services, July 2009.

Guidelines for Fulfilling the 45-Hour District Requirement of Professional Development Training

For the 2009–2010 school year, hours may be accrued from June 1, 2009, through May 31, 2010.

- All teachers must complete a minimum of 45 hours of professional development per school year to be eligible to meet proficient expectations on Domain VI of the Professional Development and Appraisal System (PDAS). The Professional Development Attendance form and supporting training documents must be submitted to the campus administrator serving as the teacher's appraiser in accordance to the state and local appraisal timeline (i.e. MPDAS/PDAS – at least two weeks prior to the summative conference).
- The 45-hour Professional Development form represents quality professional development that aligns with certification requirements within the period of June 1, 2009, to May 31, 2010.
- Beginning teachers (first- and second-year) have additional professional development hours for induction activities.
- Each course must relate to your teaching assignment and must be taught by an appropriate qualified presenter.
- Videotaped presentations, specified readings, action research, online courses/learnings, and small group study may be used if approved by the building principal.
- Courses/activities must be at least 45 minutes in length.
- At least one hour of the 45 hours of professional development must be related to technology.

Types of Professional Development (pd)

Please note that the examples listed below each category are not intended to be an all-inclusive list of possibilities.

School-Sponsored Workshops/Planning Meetings

Teachers and staff members are encouraged to plan and provide professional development during the school day that may count toward the 45-hour requirement. Scheduled early-dismissal time may be used for this purpose. While planning time may be used to meet a part of this requirement, it is advised that it be used only sparingly. For example, a speaker may address all math teachers during a planning time or a conference period. However, regular class -preparation duties performed on planning time may not be counted as a part of this 45-hour requirement.

Action Research, Inquiry, or Observation Models

A teacher or a group of teachers may conduct in-depth and/or ongoing research that is relevant to a classroom topic and test findings in a classroom context. For example, a team of science teachers realizes a launch pad may be needed to create student projects. The teacher(s) research, design, and test the launch pad and track the influence of its use on student achievement as an action research project. Other examples would be study groups, ongoing peer coaching, and mentoring activities. Teacher(s) should reference the Action Research Framework outlined by the Houston ISD Office of Leadership Excellence (www.hisdleaders.org).

Online Learning – Webinars, Online Courses, Podcasts

Online courses and learning provides quality professional development opportunities that allow teachers to access anytime (course material is accessible 24 hours a day 7 days a week), access at a variety of locations, provides opportunity for on-going referencing of content, enables participant-centered teaching approaches, teaches skills in using technologies, encourages participant interaction (knowledge is demonstrated through discussion and other interactive measures), allows for a broad spectrum and diversity in content and course material, facilitates team learning, and more. Participation in online learning by a teacher or group of teachers can be counted toward the 45-hour requirement. The online learning must provide the recommended number of contact hours for the learning and a certificate or proof of completion. The hours recorded on the professional development tracking form must reflect the 'recommended number of hours noted on the completion certificate' versus the actual hours of completion by participant.

Teachers as Presenters

Presentations that teachers conduct for other educators can be counted toward the 45-hour requirement, and the presenter would receive double credit. For example, a teacher might attend an inservice or training-of-trainers

PDAS
FREQUENTLY ASKED
QUESTIONS

Revised by Region XIII June 2009

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?*
- 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?*

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.

In HISD, the Houston Independent School District Board of Education has adopted a two-tiered appraisal system: PDAS, with local policy changes (see pages 10-12 in this manual); and MPDAS (see pages 13-16 in this manual).

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?

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.

In HISD, the campus receives the district's performance rating.

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.

In HISD, the campus receives the district's AYP status.

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>

In HISD, the appraisal calendar is adopted by the board annually. For the current year appraisal calendar, see pages 2-3 of this manual.

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 district-wide 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.

In HISD, if a teacher who is currently on MPDAS transfers to another campus, it is at the principal's discretion as to whether or not the teacher will be appraised on PDAS or MPDAS.

Note: When a principal is new to a campus, the teacher's eligibility status for MPDAS is not dependent upon the principal's decision, but upon whether or not the teacher has met the criteria prescribed by the board.

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".

In HISD, walk-through observations may be conducted at any time, regardless of the teacher's appraisal system. Administrators or appraisers may conduct walk-through observations in all classrooms on a campus. HISD requires an annual appraisal for every HISD employee.

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).

In HISD, librarians, nurses, counselors, and other education professionals are appraised by alternative appraisal systems adopted by the board.

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(I), 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?

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(I), 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 (I)(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.

In HISD, the board adopted guidelines for the removal of a teacher from MPDAS to PDAS. The adopted procedures are provided in this manual (see pages 13-16).

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.

In HISD, if a teacher who is currently on MPDAS transfers to another campus, it is at the principal's discretion as to whether or not the teacher will be appraised on PDAS or MPDAS.

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).

In HISD, librarians, nurses, counselors, and other education professionals are appraised by alternative appraisal systems adopted by the board. However, if the professional is a classroom teacher of record for at least one class period, the PDAS is the appraisal system used.

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:

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

In HISD, all observations are unscheduled and unannounced, including during the second appraisal process.

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?

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).

In HISD, the documentation must be signed and dated by the teacher/employee to acknowledge receipt of the documentation, also.

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 walkthroughs 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.***

In HISD, local policy requires the development of an intervention plan when a teacher receives a rating of "below expectations" or

“unsatisfactory” in **one** or more domains. In addition, intervention plans must be developed in collaboration with the teacher when the appraiser has sufficient documentation that would negatively impact the teacher’s appraisal rating. If the appraiser is other than the teacher’s principal, the principal must be included throughout the process: development; monitoring; closure, revision, extension.

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.*

In HISD, teachers may submit a written request for a second appraisal to their regional superintendent within 10 working days of receipt of the Observation Summary Report or the Summative Annual Appraisal Report. The completed first and second appraisals (domains 1-8) are averaged for a final annual appraisal rating.

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."

In HISD, appraiser certifications for ILD and PDAS must be on file with the Office of Professional Standards in the Human Resources Department.

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 ILD training***

and the PDAS training with successful completion of ILD training as a prerequisite to the PDAS training.

76. Who provides ILD and PDAS training?

The twenty (20) Regional Education Service Centers (Esch) provide ILD and PDAS training. Educator preparation entities are also eligible to provide ILD 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 Esch 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>.

In HISD, the Professional Development Services Department (PDS) provides ILD and PDAS certification courses for administrator/appraiser certification.

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.**

MPDAS
FREQUENTLY ASKED
QUESTIONS

1) What is the MPDAS?

The Modified Professional Development and Appraisal System (MPDAS) is the locally adopted alternative appraisal system for teachers who meet the qualifications approved by the board. The latest revision of the MPDAS guidelines was approved June 2007.

2) Who is appraised by the MPDAS?

Teachers are eligible for MPDAS if they meet the following qualifications:

- under a term or continuing contract with HISD;
- received a rating of “proficient” or higher in each domain of the PDAS or MPDAS the previous year; **and**
- agrees, annually in writing, to participate in the MPDAS (within 5 working days of the annual update training) and accepts for the current appraisal year the ratings of the previous year’s appraisal as the highest possible ratings for domains I-V, and is not otherwise required to be evaluated on the PDAS.

3) Does a teacher appraised with MPDAS revert to PDAS after five years?

No. HISD’s locally adopted alternative appraisal system for teachers, MPDAS, is an annual appraisal.

4) Can a teacher who is currently appraised with the MPDAS be removed from the MPDAS?

Yes. A teacher who is currently on MPDAS can be removed if:

- the teacher transfers to another campus and the receiving principal does not accept the MPDAS status;
- the teacher neglects to submit an MPDAS Agreement form to the appraiser within five working days from the annual update training
- the appraiser identifies the same deficiency or deficiencies on three separate walk-through observations of at least five-ten minutes in length; provides specific feedback to the teacher prior to another walkthrough; and holds a conference with the teacher regarding the deficiency or deficiencies. At the conference, the teacher will be informed of the automatic placement to PDAS.

5) Can a teacher be removed from MPDAS if the principal moves the teacher from one position to another on the same campus?

No.

6) Can an employee who was on MPDAS previous to his/her current position outside the classroom be appraised with the MPDAS the same year he/she returns to the position of classroom teacher?

No. The board approved guidelines state that in order to be eligible for MPDAS, one must have scored at least ‘proficient’ on last year’s MPDAS or PDAS appraisal. Professionals other than classroom teachers are not appraised with PDAS or MPDAS. An employee who returns to classroom teaching position must be appraised with the PDAS until he/she becomes eligible for MPDAS.

- 7) **Does a teacher's MPDAS status automatically transfer with a teacher when the teacher transfers to a new campus?**
No. The MPDAS eligibility status is at the discretion of the receiving principal.
- 8) **Can a teacher appraised with MPDAS request a second appraisal?**
Yes, but only for the current year's domains 6-8.
- 9) **Are all campus appraisers and/or regional administrators allowed to conduct walk-through observations for teachers who are appraised with MPDAS? Can other campus appraisers conduct walk-through observations in my room?**
Yes. They should, however, attempt to stagger the observations in order to prevent multiple walk-through observations in the same period or day.
- 10) **Is there a time limit on walk-through observations? Is there a limit on how many walk-through observations are conducted?**
No, both are at the appraiser's discretion.
- 11) **What happens when a teacher who is currently being appraised with the MPDAS is placed on an intervention plan?**
The teacher is automatically removed from MPDAS to PDAS.
- 12) **When can a principal deny MPDAS status?**
Only when the teacher is new to the campus or when the teacher does not meet the three requirements.