I. Course Description

This course examines the structure and function of the official appraisal system for Texas teachers. The course is designed to explore all facets of the Professional Development and Appraisal System (PDAS). At the successful conclusion of the course, the students will receive official certification by the State of Texas to use the PDAS to appraise teachers.

II. Rationale

The purposes of this course is to provide a review of teacher effectiveness criteria, the teacher appraisal process and official training in the Texas Professional Development and Appraisal System. This training is an expectation for entry level campus administration positions.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

The Texas Development and Appraisal System cover eight domains of study:

I. Active, successful student participation in the learning process
II. Learner-centered instruction
III. Evaluation and feedback on student progress
IV. Management of student discipline, instructional strategies, time, and materials
V. Professional Communication
VI. Professional Development
VII. Compliance with policies, operating procedures, and requirements
VIII. Improvement of academic excellence for all students on the campus

These eight domains of the PDAS emphasize student outcomes and teacher and school
effectiveness. The fifty-four criteria included in these eight domains are aligned with the State Board of Educator Certification (SBEC) standards and skills for the principalship. The official training in the Professional Development and Appraisal System provides overall reinforcement and support of these SBEC principalship standards.

IV. TExES Competencies

State Adopted Proficiencies

Domain I. School Community Leadership
Domain II. Instructional Leadership
Domain III. Administrative Leadership

TExES Competencies covered in this course:

- **Campus Culture** - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Communication** – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Instructional Leadership** – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- **Instructional Program** – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **Staff Development** – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- **Organization** – The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure and effective learning environment.
- **Budgeting** – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
V. Course Objectives/Learning Outcomes

This course is designed to enable students to:

1. Discuss the research base for teacher effectiveness criteria,
2. Compare the Texas Professional Development and Appraisal System to other types of appraisal.
3. Explain the Texas requirements for a locally approved teacher appraisal system.
4. Review the literature on teacher appraisal and design a teacher appraisal system that you would recommend as a locally approved system.
5. State and discuss the training expectations and performance standards for becoming a certified appraiser.
6. Discuss similarities and differences of the TTAS and PDAS.
7. Discuss in-depth the Commissioner’s Rules for the PDAS.
8. Discuss standard of Proficiency for scoring.
10. Discuss the PDAS Appraisal Framework for Domains I-VIII.
11. Discuss the Scoring Indicators Guide for Domains I-VIII.
12. Successfully evaluate three case studies/video tapes at proficiency standards.
13. Complete an “Intervention Plan for Teachers in Need of Assistance.”
14. Discuss conferencing techniques and conference requirements.
15. View and score videos using PDAS criteria.
16. Document cumulative data to be used in teacher appraisal.

VI. Course Topics

The major topics to be considered are:

1. Commissioners Rules
2. Appraisal Framework and Scoring Indicators Guide
3. General Interpretation Guidelines
4. Standard of Proficiency
5. Scripting/Documentation form
6. Evaluation of Script Notes
7. Observation Summary Forms
8. Teacher Self-Report form
9. View/score/discuss video teaching episodes
10. Intervention Plan for a Teacher in Need of Assistance
11. Teacher Orientation

VII. Instructional Methods and Activities

Methods and activities for instruction include:

1. Traditional experiences (lecture, discussion, demonstration, etc.)
2. Case Studies
3. Videos of classroom teaching situations
VIII. Evaluation and Grade Assignment

1. Attendance and Participation:
   Each student is expected to attend class and participate fully in class discussion, activities and the scoring of case studies and videotaped lessons. This intense class instruction will begin with the second session. Attendance is extremely important. TEA Certification cannot be granted to a student who does not attend all sessions.

2. Appraisal of Teachers on video tape and by case study:
   Each student must appraise three videotapes of classroom teaching situations and case studies according to PDAS criteria and State of Texas guidelines. The official scoring key for each tape/case study will judge student scoring of the tapes. All three tapes will count toward a course grade. A minimum of two of the three-tapes/case studies must be scored correctly in seven of the eight domains to receive certification as a PDAS Appraiser.

3. Students will participate in a class exams and activities that will enable them to apply the concepts and strategies that they have developed during the course. This activity will require an in-depth knowledge of the Commissioner’s Rules for Teacher Appraisal.

Grading Policy:

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<th>Points</th>
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<td>Tape/Case Study</td>
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<td>Application Worksheet</td>
<td>25</td>
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<td>Total Possible</td>
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*These grades will be based on the student’s demonstration of the proficiency to apply the complete PDAS appraisal instrument to evaluate a teacher’s performance. The final activity is to insure that the student has a thorough knowledge of the Commissioner’s Rules and how to apply the rules to evaluate teaching. The final activity is intended to be a learning experience for the student and not a test of memory.
IX. Course Schedule

Meeting 1  Learning Expectations and Review of the Syllabus

Meeting 2  Introduction

Meeting 3 & 4  Commissioners Rules (PDAS), Review of other appraisal systems and requirements for a locally adopted teacher appraisal system in Texas, Review of literature on teacher effectiveness

Meeting 5 & 6  Study of Domain I though Domain VIII utilizing the Appraisal Framework and Scoring Indicators Guide

Meeting 7 & 8  General Interpretation Guidelines
Standard of Proficiency
Scripting/Documentation form
Evaluation of Script Notes
Observation Summary Forms
View/score/discuss video teaching episodes

Meeting 9  Teacher Self-Report form
View/score/discuss video teaching episodes
Intervention Plan for a Teacher in Need of Assistance
Teacher Orientation

Meeting 10  Cumulative Data exercises
View/Score/discuss video teaching episodes

Meeting 11  Score video tapes/case studies and discuss

Meeting 12  Score video tapes/case studies and discuss

Meeting 13  Score video tapes/case studies and discuss

Meeting 14  Class Application Work Session

Meeting 15  TBA
X. Textbook(s)


XI. Bibliography

Recommended Supplemental Reading:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic F.

XV. Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 4th is the last day to drop a class with an automatic grade of “W” this term.