EDAD 5377
Professional Development and Appraisal System
Course Syllabus
Summer Session I 2015

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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 Professional 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
There are two evaluative parts with this course.

1. Professional Development and Appraisal System (PDAS) Certification
In order to achieve PDAS certification as an appraiser and credit for this assignment, students must demonstrate the following:

- **Attendance for all hours of training devoted to PDAS.**
  PDAS appraiser training is a scripted program prepared by the Texas Education Agency and is based on clock hours. In order to be recommended for PDAS certification, students may not miss any scheduled class. Therefore attendance/participation in all sessions and completion of all assignments is critical. You will not be certified in PDAS if you miss ANY class.

- **You must also successfully complete 3 case studies using the appraisal instrument.**
  An 80% accuracy rate in appraisal decisions on the two cases studies used for demonstration of proficiency. Each case study has a data packet for the teacher and videotaped teaching segments. Students will use the PDAS scoring tools to determine ratings on the PDAS Domains and Criteria. Students participate in a practice case study and receive feedback before completing the two case studies for proficiency.

- **Participation in two case studies for enrichment and refining appraisal skills.**

- **Participation in development and evaluation of Teacher Self-Report Forms, Teacher in Need of Assistance Intervention Plans, Teacher Orientation Requirements, Professional Development Planning, and other aspects of PDAS appraiser training.**

- **Completed Verification of Learning form certifying learning in each of the major areas of PDAS training.**

- **Texas Education Agency Certification cannot be granted to a student who does not attend all sessions.**

2. **Principles of Supervision and Instructional Leadership**

   A major component of this class will consist of exploring how the discipline of supervising teachers extends past the clinical aspect to includes tasks of group development, professional development, curriculum development and action research.

   In order to successfully complete this course, students are required to successfully complete the following:

   - **Attendance and Participation – (10%):**
     Students are expected to be in attendance and participate fully during the entire timeframe of each session. Participation as a learner is expected including preparedness for class and full adherence to classroom norms - Anchors for Learning in the Community. The **Collaborative Participation Rubric** will be used to assess each student’s participation in class sessions.

   - **Research Paper Reflections – (25%):**
     Each student will submit 1 research article reflection that relates to the topic of the discussion. The **Article Reflection Rubric** will be used in assessing the reflections.

   - **Case Studies: Appraisal of Teachers (25%):**
     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.

- **Instructional Supervision Assignment (40%)**: Because of the Summer Schedule, you have the option of completing one of these two assignments:

  1. This assignment will give you an opportunity to practice the instructional supervision skills you have learned so far this semester. You will observe to see effective instructional programs and best practices; practice reflective supervision; conference with a teacher; practice observation techniques; confer with an administrator; write employee documentation, and coach teachers in professional development planning.

  2. In this assignment, you will review your district’s teacher evaluation plan, note its strengths and limitations, and based on **scholarly inquiry**, provide a series of recommendations to improve the plan.

**Grading Policy:**

Grading Scale (in percent)

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 and below = F

Grades (Source: Graduate Catalog)

The letter grades used for graduate work are the same as those used in undergraduate work (A, B, C, D, and F), but graduate credit is allowed only for courses completed with grades of A, B, and C, although grades of D and F are used in computing grade point averages. Limits are placed on the number of C’s that are allowed for graduate credit. **Grade points per semester hour are noted below:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Points per Semester Hour*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure; work not passed</td>
<td>0</td>
</tr>
</tbody>
</table>

**Student Responsibility**

Since this course is a state requirement in order to receive state certification as a teacher
appraiser, student attendance is an absolute necessity in all class meetings, especially when presenting PDAS. Student absences, tardies or leaving the class early will not be accepted. If you feel that you cannot meet this requirement, you should consider not registering for this course at this time.

IX. Course Schedule

June 2  
Introductions, Learning Expectations and Review of the Syllabus  
*Introduction to SuperVision for Successful Schools*  
Knowledge  
Chapters 1 through 5

June 4  
*Interpersonal Skills*  
Chapters 6 through 11

June 9  
*Technical Skills*  
Chapters 12, 13 and 14

June 11  
*Technical Tasks of Supervision*  
Chapters 15, 16, 17 and 18

June 16  
**PDAS**  
Introduction  
Goal  
Commissioners Rules  
Understanding PDAS

June 18  
**PDAS**  
The Appraisal Process

June 23  
**PDAS**  
The Appraisal Process: Steps with Supporting Rules  
Case Study 1

June 25  
**PDAS**  
Case Study 2  
Case Study #3  
Enrichment Case Studies  
Closure

June 30  
**PDAS**
Case Study 4, if needed

July 2
No Class meeting
Instructional Supervision Assignment Due

X. Textbook(s)
Required:

Professional Development Appraisal System Binder. Texas Education Agency. Will be provided by the EDAD program.

XI. Bibliography

Recommended Supplemental Reading:


Dieker, L., & Murawski, W., (2003). Co-teaching at the secondary level: Unique issues,


National Association of State Directors of Special Education. (2006). *Response to


Wakeman, S., Browder D., Meier, I., & McColl, A. (2007). The implications of no child left behind for students with developmental disabilities. *Mental Retardation and


XII. 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 a zero.

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. June 19, 2015 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to
disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals***
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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.

**Statement of Academic Continuity***
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue
through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.

**Required by SACS or HB2504—language must be included