

2004 PDAS Revision



Appraisal Framework

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
APPRAISAL FRAMEWORK

Domain I: Active, Successful Student Participation in the Learning Process			
<i>Evaluation Dimensions:</i> a. Quantity and quality of active student participation in the learning process is evident. b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.			
EVALUATION CRITERIA			
<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	MOST OF THE 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	SOME OF THE 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	LESS THAN HALF OF THE 1. Students are actively engaged in learning. 2. Students are successful in learning. 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). 4. Students are self-directed/self-initiated as appropriate to the lesson objectives. 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

Domain II: Learner-Centered Instruction

Evaluation Dimensions:

- a. The instructional content is based on appropriate goals and objectives.
- b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines.
- c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines.
- d. The instructional strategies promote application of learning through critical thinking and problem solving.
- e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline. 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students). 3. Instructional strategies promote critical thinking and problem solving. 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process. 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline. 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students). 3. Instructional strategies promote critical thinking and problem solving. 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process. 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline. 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students). 3. Instructional strategies promote critical thinking and problem solving. 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process. 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.	1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline. 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students). 3. Instructional strategies promote critical thinking and problem solving. 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process. 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.

Domain II: Learner-Centered Instruction, continued

7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.	7. The teacher emphasizes the value and importance of the activity/content.
8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.	8. The teacher uses appropriate questioning and inquiry techniques to challenge students.
9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.	9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.

Domain III: Evaluation and Feedback on Student Progress*Evaluation Dimensions:*

- a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies.
- b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.	1. Academic progress of students is monitored and assessed.
2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.	2. Assessment and feedback are aligned with goals and objectives and instructional strategies.
3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.	3. Assessment strategies are appropriate to the varied characteristics of students.
4. Student learning is reinforced.	4. Student learning is reinforced.	4. Student learning is reinforced.	4. Student learning is reinforced.
5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.	5. Students receive specific constructive feedback.
6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.	6. The teacher provides opportunities for relearning and re-evaluation of material.

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

Evaluation Dimensions:

- a. The teacher effectively implements the discipline-management procedures approved by the district.
- b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.
- c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students.
- d. The teacher effectively and efficiently manages time and materials.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. The teacher effectively implements the discipline-management procedures approved by the campus. The teacher participates in the development of discipline management procedures and offers suggestions for improvement. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials.	1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials.	1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials.	1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus. 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate. 3. The teacher interacts with students in an equitable manner, including the fair application of rules. 4. The teacher specifies expectations for desired behavior. 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed. 6. The teacher reinforces desired behavior when appropriate. 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students. 8. The teacher effectively and efficiently manages time and materials.

Domain V: Professional Communication*Evaluation Dimensions:*

- a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.
- b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals.
- c. The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. The teacher uses appropriate and accurate written communication with students	1. The teacher uses appropriate and accurate written communication with students.	1. The teacher uses appropriate and accurate written communication with students.	1. The teacher uses appropriate and accurate written communication with students.
2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.	2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.	2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.	2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.
3. The teacher encourages and supports students who are reluctant or having difficulty.	3. The teacher encourages and supports students who are reluctant or having difficulty.	3. The teacher encourages and supports students who are reluctant or having difficulty.	3. The teacher encourages and supports students who are reluctant or having difficulty.
4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.	4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.
5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.
6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.	6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.

Domain VI: Professional Development*Evaluation Dimensions:*

- a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district.
- b. The teacher correlates professional development activities with assigned subject content and the varied needs of students.
- c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.
- d. The teacher correlates professional development activities with the prior performance appraisal.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.	1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district. 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students. 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal. 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.

Domain VII: Compliance With Policies, Operating Procedures and Requirements*Evaluation Dimensions:*

- a. The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.
- b. The teacher respects the rights of students, parents, colleagues, and the community.

EVALUATION CRITERIA

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
1. The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement. 2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement. 3. Apart from classroom responsibilities, the teacher consistently contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.	1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/ district. 2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district. 3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.	1. The teacher occasionally does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised. 2. The teacher occasionally does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised. 3. Apart from classroom responsibilities, the teacher seldom contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.	1. The teacher frequently does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised. 2. The teacher frequently does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised. 3. Apart from classroom responsibilities, the teacher rarely contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.

Domain VIII: Improvement of Academic Performance of All Students On The Campus*Evaluation Dimensions:*

- a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/TAKS objectives.
- b. The teacher aligns the planning and delivery of instruction to all appropriate TEKS/TAKS objectives.
- c. The teacher collaborates with other faculty and administration to improve TAKS-related performance of all students on the campus.
- d. The teacher identifies students who are at-risk and develops appropriate strategies to assist these students.
- e. The teacher monitors the attendance of all students and intervenes to promote regular attendance.

EVALUATION CRITERIA**(A) Efforts to Enhance Academic Performance***

<i>Exceeds Expectations</i>	<i>Proficient</i>	<i>Below Expectations</i>	<i>Unsatisfactory</i>
ALMOST ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	LESS THAN HALF OF THE TIME
1. The teacher works with colleagues to align instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. 2. The teacher works with colleagues to analyze TAKS performance data relevant to all students in assigned classes prior to beginning instruction. 3. The teacher coordinates with others within and outside the teacher's discipline to determine the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives. 4. The teacher collaborates with others within and outside the teacher's discipline to select/adapt instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives. 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.	1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. 2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction. 3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives. 4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives. 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.	1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. 2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction. 3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives. 4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives. 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.	1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. 2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction. 3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives. 4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives. 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.

<i>Exceeds Expectations</i> ALMOST ALL OF THE TIME	<i>Proficient</i> MOST OF THE TIME	<i>Below Expectations</i> SOME OF THE TIME	<i>Unsatisfactory</i> LESS THAN HALF OF THE TIME
(B) Efforts to Enhance Student Attendance*			
6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials regarding an intervention plan for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.	6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems.
(C) Efforts to Identify and Assist Students in At-Risk Situations			
7. The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.	7. The teacher identifies and assesses the needs of assigned students in at-risk situations.
8. The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.	8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.
9. The teacher participates in and/or contributes to campus-wide programs to modify and adapt classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.	9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.
(D) Campus Performance Rating			
10. Campus performance includes the most recent: [a] Campus Performance Rating as reported in the State accountability system (AEIS) [b] Adequate Yearly Progress (AYP) as designated in the campus AYP report.			

*The criteria are related to the teacher's efforts to encourage attendance. The criteria do not refer to the attendance level in particular classes.