



WINDHAM SCHOOL
DISTRICT

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August 25, 2008

SUPERINTENDENT DIRECTIVE

SUBJECT: PERFORMANCE EVALUATIONS AND PROFESSIONAL DEVELOPMENT APPRAISAL SYSTEM (PDAS)

AUTHORITY: Chapter 19, Texas Education Code, Title 2. Public Education; Windham Board Policy (WBP) -02.00, “Windham School District Board of Trustees Responsibilities”; and WBP-07.18, “Performance Evaluations and Professional Development Appraisal System (PDAS)”

Reference: Texas Administrative Code, (TAC), Title 19, Chapter 150

APPLICABILITY: Windham School District (WSD or district) Employees, Project Re-Integration of Offenders (RIO) Employees

EMPLOYMENT AT WILL CLAUSE:

These guidelines **do not** constitute an employment contract or a guarantee of continued employment. The district reserves the right to change the provisions of these guidelines at any time.

Nothing in these guidelines and procedures limits the superintendent’s authority to establish or revise human resources policy. These guidelines and procedures are adopted to guide the internal operations of the district and **do not** create any legally enforceable interest or limit the superintendent’s authority to terminate an employee at will.

POLICY:

The Windham School District Board of Trustees (board) has authorized the superintendent to develop evaluation measures for district staff and approved the use of the Professional Development and Appraisal System (PDAS) as a tool to periodically provide WSD teachers with an evaluation of their performance. The superintendent shall modify the PDAS to adapt the system to a prison environment. Evaluations shall be used to improve classroom instruction, to provide a fair and practical process, to acknowledge and encourage good teaching practices, and to promote quality professional development.

DEFINITIONS:

“Appraiser” is a principal, regional administrator, or other administrator who holds a superintendent, mid-management (principal), or supervisor certification, or holds comparable certificates established by the State Board for Educator Certification. 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.

“Evaluation” is any written record that documents the performance of an employee.

“Growth Plan” (also known as an intervention plan) is a formal written plan that identifies areas of weakness, specific activities to improve deficiencies, and performance expectations. Growth plans are applicable to teaching staff only.

“Professional Development and Appraisal System” (PDAS) is an appraisal system with 51 evaluation criteria organized in eight domains used to evaluate teacher performance.

“Teacher In Need of Assistance” (TINA) is a teacher who is evaluated as unsatisfactory in one or more PDAS domain(s) or a teacher who is evaluated as below expectations in two or more PDAS domains.

“Third Party Source” is an employee of the district or Texas Department of Criminal Justice (TDCJ), other than the teacher or the appraiser, who has first hand knowledge of the teacher’s performance.

PROCEDURES:

Performance Evaluations

I. Ongoing Communication/Counseling

In addition to the communication that occurs during any formal evaluation process, supervisors are expected to adopt a proactive approach to employee development and engage in regular, candid and responsive communication with employees. Such communication may include informal discussions in which supervisors periodically appraise and inform employees of their overall performance, provide immediate feedback to employees on specific job performance or conduct, reinforce effective behavior or identify where opportunities for improvement exist.

If at any time an employee’s job performance does not meet standards, the supervisor shall immediately counsel the employee regarding specific steps that the employee should take to improve the employee’s job performance. Training, closer supervision and/or a growth plan (teachers only) are some of the tools that should be considered in addition to ongoing supervisory counseling.

- A. Counseling Logs (sample form - Attachment A), informal observation forms (sample form - Attachment B), or other records may be used to document employee performance. Such records shall document, as necessary, observation dates and notes regarding discussions, expectations, action plans, time lines and measures to assist the employee in meeting established performance goals.
- B. The supervisor shall have evidence that the employee has been made aware of the record if the record reflects substandard performance.
- C. Supervisors are encouraged to maintain written records of significant events concerning the job performance of an employee who meets or exceeds performance standards.

II. Non-Teaching Staff

All non-teaching staff shall be formally evaluated using a district-approved instrument each school year. Supervisors shall conduct confidential, formal evaluations of assigned staff.

Non-teaching staff, who had more than one supervisor during a school year due to transfers or other moves, may be evaluated jointly or by one supervisor, as deemed appropriate by the regional administrator or division director.

Employees shall be given an opportunity to discuss the evaluation with their supervisor. In addition, employees may include a written response to the evaluation and/or utilize the grievance process as specified in WBP-7.26, "Employee Grievance Procedures," to appeal the evaluation.

III. PDAS for Teachers

A. Assessment of Teacher Performance

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.

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 written documented sources.

Any criterion rated as “exceeds expectation,” “below expectations” or “unsatisfactory” shall have supporting documentation. An explanation of the rating can be placed in the comment sections of the scoring form.

Campus performance rating data for Domain VIII shall not be scored for the first year of the PDAS implementation and/or during the first year for teachers new to the campus.

B. Orientation

All teachers shall be provided with an orientation of the PDAS no later than the final day of the first three weeks of school and at least three weeks before the first observation. Additional orientations shall be provided any time substantial changes occur in the PDAS. 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.

C. Formal PDAS Observation

The appraisal process shall consist of at least one formal classroom observation of a minimum of 45 minutes, with additional walk-throughs and observations conducted at the discretion of the appraiser. By mutual consent of the teacher and the appraiser, the required minimum of 45 minutes of observation may be conducted in shorter time segments which must aggregate to at least 45 minutes. The mutual consent must be in writing and must be agreed upon prior to the beginning of the first observation.

All observations, including second appraisals, shall be scheduled by identifying a one week (five working days) window a minimum of one week in advance. Each teacher shall have a minimum of one observation each school year by the teacher's supervisor or designated appraiser. Additional walk-throughs and observations may be conducted at the discretion of the appraiser.

Appraisers/supervisors shall not dictate what a teacher presents during an appraisal observation or how the presentation is to be conducted. The teacher shall be

afforded the opportunity of adequate awareness of the state appraisal system and shall determine how and what to present in order to meet the criteria. The presentation shall be within the appropriate curriculum and in proper sequence.

Career and Technical Education teachers may elect to present a 45 minute lesson in the classroom, in the shop or in a combination of the two settings.

It is the responsibility of the teacher to provide an appropriate and adequate exhibition of his/her own skills in relation to the PDAS instrument.

A pre- and post-observation conference may be conducted at the request of the teacher or appraiser.

A written summary of each formal observation shall be given to the teacher within 10 working days after the completion of an observation.

D. Other Data Sources

Completion of Section I of the Teacher Self-Report Form shall be presented to the principal within the first three weeks after the PDAS orientation.

Revision of Section I (if necessary) and completion of Sections II and III of the Teacher Self-Report shall be presented to the principal a minimum of two weeks prior to the summative conference.

The appraiser is responsible for documentation of cumulative data regarding job-related teacher performance. 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. If the principal is not the appraiser, then the appraiser shall be responsible for notifying the principal of all third party information the appraiser obtains.

E. Summative Report

Unless waived in writing by the teacher, a summative conference shall be held no later than 15 working days before the last day of instruction for students. The summative conference must be diagnostic and prescriptive with regard to remediation needed in overall performance and by category. The summative conference shall focus on the written summative report and related data sources.

In cases where the appraiser is not an administrator on the teacher's campus, either the principal or assistant principal shall participate in the summative annual conference.

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 the 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).

F. Teacher Response

A teacher may submit a written response or rebuttal after receiving a written observation summary or any other documentation associated with the teacher's appraisal; and/or after receiving a written annual summative report.

Any written response or rebuttal must be submitted within 10 working days of receiving a written observation summary, a written annual summative 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. The request and the granting of the extension shall be in writing.

G. Request for a Second Appraisal

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

1. After receiving a written observation with which the teacher disagrees; and/or
2. After receiving a written annual summative report with which the teacher disagrees.

The second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report. Upon receipt of the teacher's written request for a second formal observation, the teacher's supervisor shall notify the regional administrator of the teacher's request. The regional administrator shall assign a second appraiser following the receipt of the teacher's request. The second appraiser shall contact the teacher within 10 working days of the request in order to schedule a one week (five working days) window for the formal observation.

All appraisers, including a second appraiser, shall meet appraisal qualifications as specified in TAC Chapter 150, Commissioner's Rules Concerning Educator Appraisal, Subchapter AA, Teacher Appraisal. Second appraisers shall be selected

from the list approved by the WSD Board and shall be either a regional administrator, principal or appropriate administrator.

If a second appraisal is requested, the first appraisal and second appraisal scores shall be averaged.

The second appraiser shall appraise the teacher in all domains. The second appraiser may make walk-throughs and observations 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.

H. TINA

A teacher whose performance is evaluated as unsatisfactory in one or more domains OR a teacher who is evaluated as below expectations in two or more domains shall be designated as a TINA and placed on a growth plan.

A growth plan may be developed at any time, at the discretion of the appraiser, when the appraiser has documentation that would potentially place an evaluation rating of "below expectations" or "unsatisfactory".

When a teacher is designated as a TINA, the appraiser and/or the teacher's supervisor shall, in consultation with the teacher, develop an intervention plan or growth plan. In cases where the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan. The growth plan shall be developed by using the district approved PDAS Intervention Plan for Teacher In Need of Assistance.

The growth 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 district.

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

I. Teacher Appeals

A teacher who is not satisfied after receiving his or her written annual appraisal report, may include a written response to the appraisal report and/or follow the procedures in WBP-7.26, "Employee Grievance Procedures," to appeal the appraisal.

IV. Maintenance and Distribution of Evaluation Records

The employee's supervisor shall maintain a file or notebook of evaluations and related documentation. Evaluation information, including comments and drafts of such documents, shall be kept secure and confidential to prevent access by unauthorized staff. Other district administrators or paraprofessional staff may access this information to the extent necessary to perform their duties. As evaluations and related documentation are collected, a copy shall be provided to the affected employee.

For teachers, this file shall contain documents such as the Summative Annual Appraisal Report, growth plan (if appropriate), Teacher Self Report, written observation reports, and other supporting documentation. Supporting documentation may include counseling logs and/or documentation developed through WBP-7.44, "Progressive Discipline Policy." The second appraiser, if needed, shall place the original of his/her observation reports in the teacher's unit evaluation file.

For all other employees, this file shall contain documents such as the annual evaluation, counseling logs, documentation developed through WBP-7.44, "Progressive Discipline Policy," and records that illustrate performance.

At the end of the evaluation period, the original formal evaluation documents shall be sent to the WSD Human Resources Office. The campus principal may keep courtesy copies for his/her campus files.

If an employee transfers from one campus to another, all evaluation files shall be sent to the unit of assignment. If an employee resigns, is dismissed or is promoted, the campus evaluation file shall be sent to the WSD Human Resources Department.

V. Formal Timelines

- A. The Human Resources Department shall be responsible for developing and posting the PDAS calendar. Principals shall distribute the PDAS calendar to each teacher annually during PDAS orientation.
- B. PDAS orientations shall be provided to all teachers no later than the final day of the first three weeks and at least three weeks before the first formal observation.
- C. 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.

- D. Formal PDAS observations shall be completed by June 30 of each school year for all teachers, except those being considered for non-renewal. Teachers employed in April or thereafter of the current school year may or may not be formally evaluated as determined by the campus administrator.
- E. A written summary of each formal observation shall be given to the teacher within 10 working days after the completion of an observation.
- F. A written PDAS summative report shall be shared with the teacher no later than five working days before the summative conference.
- G. Unless waived in writing by the teacher, a summative conference shall be held no later than 15 working days before the last day of instruction for students.
- H. A second appraisal must be requested within 10 working days of receiving a written observation summary or a written summative annual appraisal report.
- I. The entire PDAS process must be completed by May 1 of the current school year if a non-probationary teacher is to be considered for contract non-renewal.
- J. Formal evaluations for staff, other than teachers, shall be completed by August 1 of each school year if employed by June 1.
- K. Evaluation documents are due in the Human Resources Department by August 15 of each school year.

* Signature on file
Debbie Roberts, Superintendent
Windham School District

POSITIVE COUNSELING LOG

Name _____

Date	Nature of Concern	PDAS Domain	Expectation for Employee	Planned Action	Employee Initials	Follow Up

WINDHAM SCHOOL DISTRICT

Schools in the Texas Department of Criminal Justice

PDAS OBSERVATIONS

To: _____
From: _____
Date: _____

Location: Classroom Library CAI Lab
Lounge Hallway ODR
Other _____

I would like to share the following observations:

Reason	Domain	Reason	Domain
<input type="checkbox"/> variation of activities	II	<input type="checkbox"/> prolonged/excessive breaks	VII
<input type="checkbox"/> pleasant learning environment	IV	<input type="checkbox"/> tardy to work/class	VII
<input type="checkbox"/> acceptance of differences	IV	<input type="checkbox"/> lack of cooperation/teamwork	VI
<input type="checkbox"/> assessment of progress	III	<input type="checkbox"/> improper use of videos	II
<input type="checkbox"/> accommodation of learning styles	II	<input type="checkbox"/> misplacing secure items	VII
<input type="checkbox"/> students actively engaged	I	<input type="checkbox"/> supportive/courteous	V
<input type="checkbox"/> real-life application	I	<input type="checkbox"/> leaving students unattended	IV
<input type="checkbox"/> consistent treatment of students	IV	<input type="checkbox"/> use of foul language	V
<input type="checkbox"/> well-prepared lesson	IV	<input type="checkbox"/> verbal/non-verbal communication	V
<input type="checkbox"/> cooperative learning	I	<input type="checkbox"/> failure to follow instructions/requirements	VII
<input type="checkbox"/> evidence of critical thinking skills	II	<input type="checkbox"/> ending instruction before class has ended	IV
<input type="checkbox"/> discipline management strategies	IV		
<input type="checkbox"/> Other _____			

Suggestions: _____

Comments: _____

