

**Fort Worth Independent School District**

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

**Procedures Manual  
2014 - 2015**



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## **Chapter 150. Commissioner's Rules Concerning Educator Appraisal**

### **Subchapter AA. Teacher Appraisal**

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

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#### **§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.

(d) The Commissioner may designate a regional education service center to serve as the PDAS certification provider for the state. The designated regional education service center may collect appropriate fees under TEC, §8.053, from school districts and open-enrollment charter schools for training and certification.

#### **Texas Education Code (TEC), Chapter 21, Educators, Subchapter H, Appraisals and Incentives (excerpts)**

#### **TEC, §21.351. Recommended Appraisal Process and Performance Criteria.**

(a) 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.

(b) The commissioner shall solicit and consider the advice of teachers in developing the recommended appraisal process and performance criteria.

(c) Under the recommended appraisal process, an appraiser must be the teacher's supervisor or a person approved by the board of trustees. 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) Under the recommended appraisal process, appraisal for teachers must be detailed by category of professional skill and characteristic and must provide for separate ratings for each category. The appraisal process shall guarantee a conference between the teacher and the appraiser. The conference shall be diagnostic and prescriptive with regard to remediation needed in overall performance and by category.

*Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.*

**TEC, §21.352. Local Role.**

(a) In appraising teachers, each school district shall use:

- (1) the appraisal process and performance criteria developed by the commissioner; or
- (2) an appraisal process and performance criteria:
  - (A) developed by the district- and campus-level committees established under Section 11.251;
  - (B) containing the items described by Sections 21.351(a)(1) and (2); and
  - (C) adopted by the board of trustees.

(b) The board of trustees may reject an appraisal process and performance criteria developed by the district- and campus-level committees but may not modify the process or criteria.

(c) 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 evaluation 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. The district shall maintain a written copy of the evaluation of each teacher's performance in the teacher's personnel file. Each teacher is entitled to receive a written copy of the evaluation on its completion. After receiving a written copy of the evaluation, a teacher is entitled to a second appraisal by a different appraiser or to submit a written rebuttal to the evaluation to be attached to the evaluation in the teacher's personnel file. 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.

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

*Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.  
Amended by Acts 2003, 78th Leg., ch. 244, Sec. 2, eff. June 18, 2003.*

**TEC, §21.353. Appraisal on Basis of Classroom Teaching Performance.**

A teacher who directs extracurricular activities in addition to performing classroom teaching duties shall be appraised only on the basis of classroom teaching performance and not on performance in connection with the extracurricular activities.

*Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.*

**TEC, §21.355. Confidentiality.**

A document evaluating the performance of a teacher or administrator is confidential.

*Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.*

**Last updated: February 10, 2010**

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

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**§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.

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### **§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 certified 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 certified 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 certified 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 certified 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 certified appraiser that the certified appraiser wishes to include as cumulative data shall be verified and documented by the certified 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 certified appraiser's knowledge of the occurrence. The principal shall also be notified in writing when the certified appraiser is not the teacher's principal.

(g) By mutual consent of the teacher and the certified 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 certified 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 must 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 a certified 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.

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#### **§150.1004. Teacher in Need of Assistance**

(a) A teacher whose performance meets one 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 certified appraiser and the campus principal or designee 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 certified appraiser when the certified 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. Amended to be effective February 17, 2010, 35 TexReg 1205.

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### **§150.1005. Teacher Response and Appeals**

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

(1) after receiving a written observation summary, or any other written documentation associated with the teacher's appraisal; 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 certified appraiser, the time period may be extended to 15 working days.

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

(1) after receiving a written observation summary with which the teacher disagrees; 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 certified 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.

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## **§150.1006. Appraiser Qualifications.**

(a) The teacher-appraisal process requires at least one certified appraiser.

(b) Under the Professional Development and Appraisal System (PDAS), a campus administrator includes a principal, an assistant principal, or other supervisor staff designated as an administrator of an open-enrollment charter school or as an administrator who holds a comparable administrator/supervisor certificate established by the State Board for Educator Certification. A campus administrator who is a certified PDAS appraiser and approved by the school district board of trustees shall conduct a teacher's appraisal. Only in the event of the circumstances identified in subsection (d) of this section may an individual other than a campus administrator act as a certified appraiser.

(c) 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) certification, 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 PDAS training to qualify as a certified appraiser for the new system. Beginning June 1, 2002, individuals seeking to become certified PDAS appraisers must comply with requirements specified in paragraph (3) of this subsection.

(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 certification 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 certification as a prerequisite to the PDAS training.

(d) An individual other than a campus administrator may act as a certified appraiser if:

(1) the individual has been certified by completing the training required under subsection (c) of this section prior to conducting appraisals;

(2) the district lacks sufficient certified appraisers to complete appraisals in a timely manner; and

(3) in the case where the certified appraiser is a classroom teacher, the certified appraiser:

(a) conducts appraisals at the same school campus at which the certified appraiser teaches if the certified appraiser is the chair of the department or grade level whose job description includes classroom observation responsibilities; or

(b) does not conduct appraisals of classroom teachers who teach at the same campus as the certified appraiser if the certified appraiser is not a department or grade-level chair.

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; amended to be effective February 17, 2010, 35 TexReg 1205.

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### **§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.

(3) At least three weeks prior to the first formal observation, all teachers to be appraised under the PDAS shall be provided an annual review of this subchapter and district policy regarding teacher appraisal.

(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; amended to be effective February 17, 2010, 35 TexReg 1205

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### **§150.1009. Alternatives to the Commissioner's Recommended Appraisal System**

(a) District option. Beginning with the 1997-1998 school year, a school district not wanting to use the commissioner's recommended Professional Development and Appraisal System must develop its own teacher-appraisal system supported by locally adopted policy and procedures and by the processes outlined in Texas Education Code (TEC), §21.352. The Texas Teacher Appraisal System (TTAS) is no longer a state-recommended system; however, it may become a local option governed by the process outlined in TEC, §21.352. If adopted as a local option, the TTAS must be modified to comply with TEC, §21.351(a) (1) and (2).

(1) The school district-level planning and decision-making committee shall:

(A) develop an appraisal process;

(B) develop evaluation criteria, including discipline management and performance of the teachers' students; and

(C) consult with the campus planning and decision-making committee on each campus in the school district.

(2) The appraisal process shall include:

(A) at least one appraisal each year;

(B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and

(C) criteria based on observable, job-related behavior, including:

(i) teachers' implementation of discipline management procedures; and

(ii) performance of the teachers' students.

(3) The school district-level planning and decision-making committee shall submit the appraisal process and criteria to the superintendent, who shall submit the appraisal process and criteria to the school district board of trustees with a recommendation to accept or reject. The school district board of trustees may accept or reject an appraisal process and performance criteria, with comments, but may not modify the process or criteria.

(b) Campus option. A campus within a school district may choose to develop a local system as provided in this section.

(1) The campus planning and decision-making committee shall:

(A) develop an appraisal process;

(B) develop evaluation criteria, including discipline management and performance of the teachers' students; and

(C) submit the process and criteria to the district-level planning and decision-making committee.

(2) The appraisal process shall include:

(A) at least one appraisal each year;

(B) a conference between the teacher and the appraiser that is diagnostic and prescriptive with regard to remediation needed in overall performance by category; and

(C) criteria based on observable, job-related behavior, including:

(i) teachers' implementation of discipline management procedures; and

(ii) performance of the teachers' students.

(3) Upon submission of the appraisal process and criteria to the school district-level planning and decision-making committee, the committee shall make a recommendation to accept or reject the appraisal process and criteria and transmit that recommendation to the superintendent.

(4) The superintendent shall submit the recommended campus appraisal process and criteria, the school district-level planning and decision-making committee's recommendation, and the superintendent's recommendation to the school district board of trustees. The school district board of trustees may accept or reject, with comments, an appraisal process and performance criteria, but may not modify the process or criteria.

Source: The provisions of this §150.1009 adopted to be effective August 1, 1997, 22 TexReg 4200.

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#### **§150.1010. District Submissions to Regional Education Service Center**

- (a) For purposes of providing training and support, the superintendent shall notify the executive director of its regional education service center of the district's choice of appraisal system(s) and provide a sample copy of this instrument used by a time designated by the commissioner of education.
- (b) Each school district shall submit annually to its regional education service center a summary of the campus-level evaluation scores from the Professional Development and Appraisal System, or the district's locally adopted appraisal system, in a manner prescribed by the commissioner.

Source: The provisions of this §150.1010 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective February 17, 2010, 35 TexReg 1205

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**APPRAISALS  
AT-A-GLANCE  
2014 - 2015**

FORT WORTH INDEPENDENT SCHOOL DISTRICT  
 PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
 APPRAISALS FOR 2014-2015

| Annual Appraisal  | Two-Year Appraisal Cycle   |
|---|--|
| <ul style="list-style-type: none"> <li>• All probationary teachers</li> <li>• All teachers on a               <ul style="list-style-type: none"> <li>○ one-year retire/rehire contract</li> </ul> </li> <li>• All teachers new to a building (except those transferred to a new building because of administrative leveling)</li> <li>• All teachers new to a department <i>if</i> the teacher supervisor is someone other than the principal or assistant principal</li> <li>• All teachers in a school rated low-performing based on academics and by State standards, not AYP.</li> <li>• All teachers, as may be required by the Chief of Leadership, Learning, and Student Support Services</li> <li>• All teachers not meeting the “Proficient” criteria in all domains for being appraised on a two year cycle</li> <li>• All teachers will be evaluated annually on Domain VII.</li> </ul> <p>See Domain VII note/procedures below.</p> | <ul style="list-style-type: none"> <li>• All teachers not meeting the criteria for “Annual Appraisal” are on a two-year appraisal cycle <u>and</u> will be appraised only on Domain VII.</li> <li>• Domain VII teachers <b>may</b> waive:               <ul style="list-style-type: none"> <li>○ the 45 minute observation</li> <li>○ Teacher Self Report Section II and III</li> <li>○ Summative Annual Conference</li> </ul> </li> <li>• Domain VII teachers <b>may not</b> waive:               <ul style="list-style-type: none"> <li>○ Teacher Self Report, Section I</li> <li>○ PDAS Summative Annual Appraisal (Form)</li> </ul> </li> </ul> <p><b>Note:</b> Teachers coming “onto” a two-year cycle are not “observed” on the first year of the two-year cycle. These are teachers who:</p> <ul style="list-style-type: none"> <li>○ Just finished their 3 probationary years; Or</li> <li>○ A teacher with outside experience that just finished a one-year probationary year.</li> </ul> |

Multiple location teachers are observed by the principal/designee of the **payroll location**. Documentation from each location may be included in the appraisal.



# **APPRAISALS CALENDARS**

## **2014 - 2015**

- **Traditional Calendar**
- **Year-Round Calendar**
- **Jo Kelly**

| TRADITIONAL CALENDAR  | YEAR ROUND CALENDAR   | JO KELLY CALENDAR   |
|---|---|---|
| <b>August</b> <ul style="list-style-type: none"> <li>18 - Begin appraisal period.</li> <li>18 - Orientation begins</li> </ul>   | <b>August</b> <ul style="list-style-type: none"> <li>18 - Begin appraisal period.</li> <li>18 - Orientation begins</li> </ul>   | <b>August</b> <ul style="list-style-type: none"> <li>18 - Begin appraisal period.</li> <li>18 - Orientation begins</li> </ul>   |
| <b>September</b> <ul style="list-style-type: none"> <li>16 - PDAS Orientation Complete</li> <li>16 - Begin observation period.</li> <li>16 - Teacher Self-Report, Section I due to Appraiser (or three weeks after completion of the PDAS orientation for teachers new to the PDAS appraisal system). <b>Completing Sections II &amp; III of the Teacher Self-Report is optional for those being appraised in Domain VII only.</b></li> <li>16 - "FWISD...for Less Than Annual Observation" forms due to Principal or (Thirty (30) days after start day on campus / location) (<b>Waiver Form, p.44</b>)</li> <li><b>No formal 45-minute observations during the first three weeks of instruction.</b></li> <li>Appraisers should begin developing intervention plans as needed.</li> </ul> | <b>September</b> <ul style="list-style-type: none"> <li>16 - PDAS Orientation Complete</li> <li>16 - Begin observation period.</li> <li>16 - Teacher Self-Report, Section I due to Appraiser (or three weeks after completion of the PDAS orientation for teachers new to the PDAS appraisal system). <b>Completing Sections II &amp; III of the Teacher Self-Report is optional for those being appraised in Domain VII only.</b></li> <li>16 - "FWISD...for Less Than Annual Observation" forms due to Principal or (Thirty (30) days after start day on campus / location) (<b>Waiver Form</b>)</li> <li><b>No formal 45-minute observations during the first three weeks of instruction.</b></li> <li>Appraisers should begin developing intervention plans as needed.</li> </ul> | <b>September</b> <ul style="list-style-type: none"> <li>16 - PDAS Orientation Complete</li> <li>16 - Begin observation period.</li> <li>16 - Teacher Self-Report, Section I due to Appraiser (or three weeks after completion of the PDAS orientation for teachers new to the PDAS appraisal system). <b>Completing Sections II &amp; III of the Teacher Self-Report is optional for those being appraised in Domain VII only.</b></li> <li>16 - "FWISD...for Less Than Annual Observation" forms due to Principal or (Thirty (30) days after start day on campus / location) (<b>Waiver Form</b>)</li> <li><b>No formal 45-minute observations during the first three weeks of instruction.</b></li> <li>Appraisers should begin developing intervention plans as needed.</li> </ul> |
| <b>October</b> <ul style="list-style-type: none"> <li>10 - No formal observations</li> <li>Intervention plans should be developed for those who potentially could score unsatisfactory or below expectations in any domain.</li> </ul>  | <b>October</b> <ul style="list-style-type: none"> <li>10 - No formal observations</li> <li>16, 17, 27, 28 - No formal observations before or after Intersession</li> <li>Intervention plans should be developed for those who potentially could score unsatisfactory or below expectations in any domain.</li> </ul>  | <b>October</b> <ul style="list-style-type: none"> <li>2, 3, 14, 15 - No formal observations before or after Intersession</li> <li>Intervention plans should be developed for those who potentially could score unsatisfactory or below expectations in any domain.</li> </ul>   |
| <b>November</b> <ul style="list-style-type: none"> <li>7 - No formal observations</li> <li>20, 21 - No formal observations before or after Thanksgiving Break.</li> <li>A conference should be held to develop the intervention plan for a teacher being considered for termination of contract.</li> <li>Intervention plans should be developed for those who potentially could score unsatisfactory or below expectations in any domain.</li> </ul>   | <b>November</b> <ul style="list-style-type: none"> <li>7 - No formal observations</li> <li>20, 21 - No formal observations before or after Thanksgiving Break.</li> <li>A conference should be held to develop the intervention plan for a teacher being considered for termination of contract.</li> <li>Intervention plans should be developed for those who potentially could score unsatisfactory or below expectations in any domain.</li> </ul>   | <b>November</b> <ul style="list-style-type: none"> <li>7 - No formal observations</li> <li>20, 21 - No formal observations before or after Thanksgiving Break.</li> <li>A conference should be held to develop the intervention plan for a teacher being considered for termination of contract.</li> <li>Intervention plans should be developed for those who potentially could score unsatisfactory or below expectations in any domain.</li> </ul>   |
| <b>December</b> <ul style="list-style-type: none"> <li>1, 2 - No formal observations before or after Thanksgiving Break.</li> <li>18, 19 - No formal observations before Winter Break</li> </ul>  | <b>December</b> <ul style="list-style-type: none"> <li>1, 2 - No formal observations before or after Thanksgiving Break.</li> <li>18, 19 - No formal observations before Winter Break</li> </ul>  | <b>December</b> <ul style="list-style-type: none"> <li>1, 2 - No formal observations before or after Thanksgiving Break.</li> <li>18, 19 - No formal observations before Winter Break</li> </ul>  |

| TRADITIONAL CALENDAR   | YEAR ROUND CALENDAR   | JO KELLY CALENDAR   |
|--|---|---|
| <p><b>January</b></p> <ul style="list-style-type: none"> <li>• 5, 6 - No formal observations after Winter Break</li> <li>• 15 - No formal observations</li> <li>• 20 - No formal observations on first day of Spring Semester</li> </ul>   | <p><b>January</b></p> <ul style="list-style-type: none"> <li>• 5, 6 - No formal observations after Winter Break</li> <li>• 15 - No formal observations</li> <li>• 20 - No formal observations on first day of Spring Semester</li> </ul>  | <p><b>January</b></p> <ul style="list-style-type: none"> <li>• 5, 6 - No formal observations after Winter Break</li> <li>• 15 - No formal observations</li> <li>• 20 - No formal observations on first day of Spring Semester</li> </ul>  |
| <p><b>February</b></p> <ul style="list-style-type: none"> <li>• 5 - No formal observations</li> <li>• Continue walk-throughs and appraisals.</li> <li>• Continue monitoring intervention plans.</li> </ul>   | <p><b>February</b></p> <ul style="list-style-type: none"> <li>• 5 - No formal observations</li> <li>• 26, 27 No formal observations before or after Intersession / Spring Break</li> <li>• Continue walk-throughs and appraisals. Continue monitoring intervention plans.</li> </ul>  | <p><b>February</b></p> <ul style="list-style-type: none"> <li>• 5 - No formal observations</li> <li>• Continue walk-throughs and appraisals. Continue monitoring intervention plans.</li> </ul>   |
| <p><b>March</b></p> <ul style="list-style-type: none"> <li>• 5, 6, 16, 17 - No formal observations before or after Spring Break.</li> <li>• Written Summative Annual Appraisal report must be given to teachers five days before the summative conference.</li> </ul>  | <p><b>March</b></p> <ul style="list-style-type: none"> <li>• 16, 17 - No formal observations before or after Intersession / Spring Break</li> </ul>   | <p><b>March</b></p> <ul style="list-style-type: none"> <li>• 5, 6 23, 24 - No formal observations before or after Intersession / Spring Break</li> </ul>  |
| <p><b>April</b></p> <ul style="list-style-type: none"> <li>• 2 - No formal observations</li> <li>• 30 - Last day for formal observations.</li> <li>• 30 - Last day for Teacher Self-Reports, Sections II and III, due to Appraiser from those being appraised in all domains. <b>Optional for Domain VII only.</b></li> </ul> <p><b>Note:</b> TSR Sec. II and III are due to Appraiser two weeks prior to the Summative Annual Conference.</p>   | <p><b>April</b></p> <ul style="list-style-type: none"> <li>• 2 - No formal observations</li> <li>• Continue monitoring Intervention Plans</li> </ul> <p><b>Note:</b> TSR Sec. II and III are due to Appraiser two weeks prior to the Summative Annual Conference.</p>   | <p><b>April</b></p> <ul style="list-style-type: none"> <li>• 2, 3, 7, 8 No formal observations before or after Intersession</li> <li>• Continue monitoring Intervention Plans</li> </ul> <p><b>Note:</b> TSR Sec. II and III are due to Appraiser two weeks prior to the Summative Annual Conference.</p>   |
| <p><b>May</b></p> <p><b>Note:</b> TSR Sec. II and III are due to Appraiser at least two weeks prior to the <u>Summative Annual Conference</u>.</p> <ul style="list-style-type: none"> <li>• 9 - Last day for written Summative Appraisal report to be given teachers, including those appraised on Domain VII only.</li> </ul> <p><b>Note:</b> The teacher may waive the Summative Annual Conference, but the request must be made in writing. See Memo/form page 40.</p> <ul style="list-style-type: none"> <li>• <b>14 - Last day for Summative Conferences</b></li> </ul> | <p><b>May</b></p> <ul style="list-style-type: none"> <li>• 14 - Last day for Teacher Self-Reports, Sections II and III, due to Appraiser from those being appraised in all domains. <b>Optional for Domain VII only.</b></li> </ul> <p><b>Note:</b> TSR Sec. II and III are due to Appraiser at least two weeks prior to the <u>Summative Annual Conference</u>.</p> <ul style="list-style-type: none"> <li>• 14 - Last day for formal observations.</li> <li>• 21 - Last day for written Summative Appraisal report to be given to teachers, including those appraised on Domain VII only.</li> </ul> <p><b>Note:</b> The teacher may waive the Summative Annual Conference, but the request must be made in writing. See Memo/form page 40.</p> <ul style="list-style-type: none"> <li>• <b>28 - Last day for Summative Conferences.</b></li> </ul> | <p><b>May</b></p> <ul style="list-style-type: none"> <li>• 18 - Last day for Teacher Self-Reports, Sections II and III, due to Appraiser from those being appraised in all domains. <b>Optional for Domain VII only.</b></li> </ul> <p><b>Note:</b> TSR Sec. II and III are due to Appraiser at least two weeks prior to the <u>Summative Annual Conference</u>.</p> <ul style="list-style-type: none"> <li>• 18 - Last day for formal observations.</li> <li>• 28 - Last day for written Summative Appraisal report to be given to teachers, including those appraised on Domain VII only.</li> </ul> <p><b>Note:</b> The teacher may waive the Summative Annual Conference, but the request must be made in writing. See Memo/form page 40.</p> |
| <p><b>June</b></p> <ul style="list-style-type: none"> <li>• <b>8 - End appraisal period, unless Snow Day is needed.</b></li> </ul>   | <p><b>June</b></p> <ul style="list-style-type: none"> <li>• <b>23 - End appraisal period, unless Snow Day is needed.</b></li> </ul>   | <p><b>June</b></p> <ul style="list-style-type: none"> <li>• <b>4 - Last day for Summative Conferences.</b></li> <li>• <b>26 - End appraisal period, unless Snow Day is needed.</b></li> </ul>   |

**FWISD  
LOCAL PROCEDURES  
2014 - 2015**

## FORT WORTH ISD LOCAL PROCEDURES PDAS Timelines

- PDAS orientation presented to all teachers no later than the final day of the first three weeks of school or at least three weeks before the first formal observation.
- No **formal** 45-minute observations during the first three weeks of instruction.
- Teacher Self-Report Section I and Less Than Annual Observation form: due within the first three weeks of instruction or after the PDAS orientation has been presented.
- Forty-five (45) minute observation: After the 45-minute observation and prior to receiving Section II and Section III of the Teacher Self-Report the following domains can be scored: Domain I, Domain II, Domain III, Domain IV, Domain V. The remaining domains require supporting evidence from additional observations/walk-throughs and/or information from the Teacher Self-Report Sections II or III.
- Observation Summary: Copy to teacher no later than (10) ten working days after formal observation. A pre- and post-conference may be conducted at the request of the teacher or appraiser.
- Teacher Self-Report Sections II and III (and revision of Section I if necessary) due to appraiser at least two weeks prior to the Summative Annual Conference.
- Domains VI, VII and VIII of the Observation Summary cannot be scored until the teacher's supervisor/designee has received TSR Sections II and III. These domains are scored on the written Summative Annual Appraisal.
- A written Summative Annual Appraisal shall be shared with the teacher no later than five (5) working days before the summative conference.
- Summative Annual Conference no later than fifteen (15) working days before the last day of instruction for students. The teacher may waive the summative conference, but the request must be made in writing to the teacher's supervisor/designee.
- No observations on last day of instruction, before any official school holiday, two (2) days before and after Thanksgiving, Winter Break and Spring Break, or on any other day deemed inappropriate by the school board.
- Walk-throughs may be conducted at the discretion of teacher's supervisor / appraiser from the first day of school through the last day of school.

### Note:

Teacher Self-Reports are due to appraiser 5 days before issuing the Written Summative Report and 10 days before the Summative Conference.

Written Summative Reports are given to teachers 5 days before a Summative Conference.

Summative Conferences must occur 15 days before the last instructional day.

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

### APPRAISAL SYSTEM AND TEACHER ORIENTATION

The formal appraisal of District teachers shall be in accordance with the Professional Development and Appraisal System (PDAS).

**Eligible teachers shall be appraised every two years.**

During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party.

In the years that a PDAS observation is not scheduled for an eligible teacher, the District shall conduct an annual review in accordance with a process detailed in guidelines developed by the administration in collaboration with the district- and campus-level decision-making committees. This annual review process shall produce a written document to be presented to the teacher, signed by the teacher and supervisor, and maintained in the personnel file. The regular PDAS procedures shall not apply to the annual review process.

**To be eligible for less-than-annual evaluations under PDAS**, a teacher:

- 1) shall be employed on an educator term or continuing contract, other than a retire/rehire contract;
- 2) have been assigned to the current building for at least one year; however, if a teacher has moved to a new campus as a result of administrative leveling of classes, the teacher shall remain on the evaluation schedule established at the previous school;
- 3) be assigned to a position in which the principal or assistant principal is the teacher's supervisor; and
- 4) serve on a campus that has not been rated academically unacceptable on the basis of academics, unless the campus has been designated by the Board for an additional appraisal process.

***The District shall give priority to conducting appropriate components more frequently for inexperienced teachers or experienced teachers with identified areas of deficiency.***

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

**TEACHER ORIENTATION** At least three weeks prior to the first formal observation, all teachers to be appraised under PDAS shall be provided an annual review of this subchapter and district policy and district policy regarding teacher appraisal.

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**APPRAISAL PERIOD** The appraisal period for each teacher must include all of the days of a teacher's contract.

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**APPRAISERS** The principal/teacher's supervisor will serve as the appraiser for each teacher in his/her building. When assistant principals and/or other board approved appraisers are available to assist the principal, the principal must serve as a teacher's appraiser at least once every four years. It is recommended that the principal serve as the teacher's appraiser for teachers new to the building and for teachers whose previous evaluations are less than proficient in two or more domains.

• Appraisers for Multi-campus Assignments The teacher's supervisor for teacher personnel with itinerant, multi-campus assignments will be the appropriate immediate supervisor.

• Appraiser for non-school sites The teacher's appraiser for teacher personnel located at non-school sites is the appropriate immediate supervisor/designee.

The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the board.

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**The PDAS process requires that every teacher be afforded the opportunity to improve on specific skills which have been identified through an approved appraisal process as being "unsatisfactory" or "below expectations." The Fort Worth Independent School District is accountable for assisting the teacher with improvement, and, therefore, must:**

- provide teacher with specific documentation;
- recommendations for improvement;
- allow a reasonable time to improve; and
- provide assistance for improvement.

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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| <p><b>SECOND APPRAISERS</b></p>           | <p>The teacher may request a second appraiser at one or both of the following times:</p> <p>(1) After receiving a written observation summary with which the teacher disagrees, or</p> <p>(2) After receiving a written summative annual appraisal report with which the teacher disagrees</p> <p>Requests are made to the Director/or designee of Human Capital Development. See Appendix A, Memo C.</p> <p>Upon a teacher’s request for a second appraiser, the Superintendent or designee shall select the second appraiser from a pre-established roster of trained appraisers.</p> <p>The Director/or designee, Human Capital Development, will contact the selected second appraiser. The second appraiser will then contact the teacher to schedule: a date and time for the pre-conference, forty-five (45) minute observation, and post-conference. The second appraiser will score all domains on the <u>Observation Summary</u> and will need to review the <u>Teacher’s Self-Report</u> and other cumulative data.</p> <ul style="list-style-type: none"> <li>• Second appraisers are to notify a teacher 3 full days prior to the five instructional day observation window.</li> </ul> |
| <p><b>Scoring Procedures</b></p>          | <p><b>Scoring Procedures:</b></p> <p>After a forty-five (45) minute observation, Domains I, II, III, IV and V are to be scored before the principal/designee shares any documented sources with the second appraiser. The remaining domains: VI, VII, and VIII are to be scored using the principals’/designee documented sources: Teacher Self-Report Sections I, II, and III, additional observations/walk through data and any other documented source(s) and/or supporting evidence.</p>   |
| <p><b>SECOND APPRAISER PROCEDURES</b></p> | <ul style="list-style-type: none"> <li>• A pre/post-observation conference may be conducted at the request of the teacher with the second appraiser.</li> <li>• An additional summative conference shall be held with the teacher within fifteen (15) working days of the observation or by the last day of instruction, if possible, by the principal/designee or second appraiser.</li> <li>• The teacher may waive this summative conference, but the request must be made in writing to the teacher’s supervisor/designee, or second appraiser.</li> </ul>   |



## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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| <p><b>Scoring Second<br/>(or Third)<br/>Appraisals</b></p>         | <p>When scoring the Written Summative Annual Appraisal, the scores of the Second Appraiser are 50% of the total for each domain. The teacher's supervisor/designee scores are the remaining 50% of the total for each domain. The Second Appraiser scores all domains and reviews all cumulative data and the Teacher Self-Reports, I, II and III.</p> <p>Note: If the teacher asks for a "Third Appraisal" the scores of the second and third appraisals will be averaged together and become 50% of the total for each domain. The teacher's supervisor/designee scores are the remaining 50% of the total for each domain. A second or third appraiser will score all domains and review all cumulative data including the TSR I, II, and III.</p> |
| <p><b>2<sup>nd</sup> Appraiser<br/>Observation<br/>Summary</b></p> | <p>All rules which apply to the observation of a teacher and the completion of the Observation Summary/Summative Report shall be adhered to by the second appraiser. The second appraiser shall inform the teacher three full days prior to the five day instructional day observation window. Should the request by the teacher be after the dates in May ending the formal observations, the second appraiser will observe the teacher as soon as reasonably possible, following the notification rules.</p>  |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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| <p><b>FORMAL<br/>OBSERVATIONS<br/>(45 MINUTES)</b></p>  | <p>The annual appraisal shall include at least one classroom observation of a minimum of forty-five (45) minutes with additional walk-throughs and observations conducted at the discretion of the appraiser. A teacher's supervisor or designee shall give notice to the teacher three days prior to the five-instructional-day observation window.</p> <p>Any change in the 45-minute observation time frame must be made by mutual consent and made in writing. Any change should be considered only when the nature of the teaching assignment requires shorter instructional segments. The time segments must aggregate to forty-five (45) minutes.</p> <p>No later than ten (10) working days after the formal observation, the <u>Observation Summary</u> should be given to the teacher.</p>  |
| <p><b>OBSERVATIONS<br/>DURING THE<br/>APPRAISAL PERIOD</b></p> <p><b>APPRAISAL PERIOD</b></p> | <p>The District shall establish an appraisal calendar each year.</p> <p>Observations during the appraisal period must be conducted during the required days of instruction for students during the school year.</p> <p>The appraisal period for formal observations shall:</p> <ul style="list-style-type: none"><li>• exclude the first three weeks of instruction;</li><li>• 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<ul style="list-style-type: none"><li>✓ two (2) days before and after Thanksgiving, Winter Break and Spring Break</li><li>✓ First Instructional day of the Spring Semester</li><li>✓ On TAKS/STAAR testing days that involve the particular teacher and/or appraiser</li></ul></li><li>• indicate a period for summative annual conference which ends no later than fifteen (15) working days before the last day of instruction for students.</li></ul> |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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|--|--|-------------------------|-----------------------|--------------------|----------------------|--------------------------|-------------------|----------------------------|-----------|-------------------------|------------------------|------------------------|--|
| <p><b>WALK-THROUGHS<br/>AND<br/>OBSERVATIONS</b></p>   | <p>Additional walk-throughs and observations are conducted at the discretion of the appraiser. Data collected through additional observations and/or walk-throughs should be considered cumulative data. Guidelines related to cumulative data should be followed.</p>   |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| <p><b>INSTRUCTIONAL<br/>WALK-THROUGH<br/>FOCUS CATEGORIES</b></p>  | <p>Instructional walk-throughs will generally focus on, but are not limited to, one of the following categories:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Instructional Alignment</td> <td style="width: 50%;">Assessment Strategies</td> </tr> <tr> <td>Student Engagement</td> <td>Cooperative Learning</td> </tr> <tr> <td>Cognitive Level of Rigor</td> <td>Classroom Culture</td> </tr> <tr> <td>Differentiation Strategies</td> <td>Relevance</td> </tr> <tr> <td>Quality of Student Work</td> <td>Technology Integration</td> </tr> <tr> <td>Questioning Strategies</td> <td></td> </tr> </table> <p>These walk-throughs will become a part of the PDAS appraisal record.</p>  | Instructional Alignment | Assessment Strategies | Student Engagement | Cooperative Learning | Cognitive Level of Rigor | Classroom Culture | Differentiation Strategies | Relevance | Quality of Student Work | Technology Integration | Questioning Strategies |  |
| Instructional Alignment  | Assessment Strategies  |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| Student Engagement   | Cooperative Learning   |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| Cognitive Level of Rigor   | Classroom Culture  |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| Differentiation Strategies   | Relevance  |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| Quality of Student Work  | Technology Integration   |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| Questioning Strategies   |  |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |
| <p><b>REPORT FORMS</b></p> <p style="text-align: center;"><b>Observation<br/>Report<br/>Form</b></p><br><br><p style="text-align: center;"><b>Written<br/>Summative Annual<br/>Report Form</b></p> | <p>The <u>Observation Summary</u> shall be given to teachers within ten (10) working days after the completion of each observation. A pre- and post-observation conference may be conducted at the request of the teacher or appraiser. After a 45 minute observation and prior to receiving Teacher Self Report II and III, the appraiser shall score Domains I to V.</p> <p>Domain VI, VII, and VIII of the <u>Observation Summary</u> cannot be scored until the teacher’s supervisor/designee has received the <u>Teacher-Self-Report Sections II and III</u>. These domains are scored on the written <u>Summative Annual Appraisal</u>.</p> <p><i>Note: Completing Sections II and III of the <u>Teacher Self-Report</u> is optional for those being appraised on Domain VII only.</i></p> <p>A written <u>Summative Annual Appraisal</u> shall be shared with the teacher no later than five working days before the summative conference and no later than fifteen (15) working days before the last day of instruction for students. The written <u>Summative Annual Appraisal</u> shall be placed in the teacher’s personnel file by the end of the appraisal period.</p> <p>During the appraisal period, the teacher’s supervisor/designee may continually evaluate and document performance specifically related to the performance criteria. If it would influence the teacher’s written <u>Observation Summary</u> and/or <u>Summative Annual Appraisal</u>, the documentation must be shared with the teacher in writing within ten (10) days of the occurrence or, in unusual circumstances, within the supervisor’s/designee’s knowledge of the occurrence.</p> |                         |                       |                    |                      |                          |                   |                            |           |                         |                        |                        |  |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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| <b>TEACHER<br/>SELF-REPORT</b>  | <p>Section I of the Teacher Self-Report shall be completed and presented to the principal within the first three weeks of instruction or after the <u>Professional Development and Appraisal System</u> orientation has been given (Section §150.1007. Teacher Orientation)</p> <p>Revision of Section 1 (if necessary) and completion of Section II and Section III of the <u>Teacher Self-Report</u> shall be presented to the principal at least two weeks prior to the summative annual conference.</p> <p>The <u>Teacher Self-Report</u> is not a portfolio process; however, teachers are encouraged to maintain documentation of the work done toward achievement of their goals.</p>   |
| <b>SCORING<br/>OF<br/>OBSERVATION<br/>REPORT</b>                      | <p>Each domain on the <u>Observation Summary</u> shall be scored independently. The data for the appraisal of each domain shall be gathered from observations, the <u>Teacher Self-Report</u>, 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.</p> <p>After a forty-five (45) minute observation and prior to receiving Section II and Section III of the <u>Teacher Self-Report</u>, the following domains can be scored: Domain I, Domain II, Domain III, Domain IV and Domain V. The remaining domains require supporting evidence from additional observations/walk-throughs and /or information on the <u>Teacher Self-Report</u>.</p> |
| <b>SCORING<br/>OF<br/>WRITTEN<br/>ANNUAL<br/>SUMMATIVE<br/>REPORT</b> | <p>A written <u>Summative Annual Appraisal</u> shall be shared with the teacher no later than five (5) working days before the summative conference and no later than fifteen (15) working days before the last day of instruction for students.</p> <p>Each domain on the <u>Summative Annual Appraisal</u> shall be scored independently. The Summative Annual Appraisal shall include all data gathered from observations/walk-throughs, the <u>Teacher Self-Report</u>, and cumulative documented data. All domains are to be scored.</p>  |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

|   |   |
|---|---|
| <b>PRE- and POST-OBSERVATION CONFERENCE</b> | <p>A pre- and post-observation conference may be conducted at the request of the teacher or appraiser.</p>  |
| <b>SUMMATIVE ANNUAL CONFERENCE</b>          | <p>The <u>Summative Annual Conference</u> shall be held no later than fifteen (15) working days before the last day of instruction for students. The summative conference shall focus on the written <u>Summative Annual Appraisal</u> and related data sources. The teacher may waive the summative conference. The waiver request must be made in writing to the teacher's supervisor/designee. (See appendix A, sample Memo D.)</p> <p>When 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 <u>must</u> participate in the summative annual conference.</p> <p>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 <u>Summative Annual Appraisal</u> shall be developed, and another summative conference shall be held to inform the teacher of the change(s).</p> <p>For teachers being recommended for return to probationary status, termination, or non-renewal of contract, the summative conference must be held forty-five (45) days prior to the end of the instructional year. Summative conferences for all teachers recommended for contract renewal must be completed no later than fifteen (15) working days before the last instructional day for students.</p> |
| <b>CUMULATIVE DATA</b>                      | <p>The appraiser is responsible for documentation of the cumulative data used to determine if teacher behavior has changed so that the written <u>Summative Annual Appraisal</u> is changed.</p> <p>Any documentation that will influence the teacher's <u>Summative Annual Appraisal</u> must be shared in writing with the teacher within ten (10) working days of the appraiser's knowledge of the occurrence. In order for the cumulative data related to the teacher's performance to affect the appraisal, the teacher must be notified in writing and the written documentation must be factual (who, what, where), dated (when</p>  |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

|   |  |
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| <p><b>CUMULATIVE DATA<br/>(Continued)</b></p>   | <p>observed or made aware), reliable, and explicitly related to the PDAS performance indicators. <b>The teacher must acknowledge receipt of the documentation in writing.</b> Also, the principal shall be notified in writing when the appraiser is not the teacher's principal.</p> <p>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. Cumulative data can be related to performance areas indicating need for improvement, but it is important to note that such data also can be used to document effective and positive teaching performance.</p>  |
| <p><b>COMPLAINTS CONCERNING THE PROCESS</b></p> | <p>The Fort Worth Independent School District system of teacher performance appraisal (PDAS) has the following system for addressing complaints concerning the process:</p> <p>The teacher may request a second appraiser.</p> <p>Each teacher must be provided access to his/her official file located in the Human Capital Management office under the open records law.</p> <p>A copy of any teacher appraisal information placed in a teacher's personnel file shall be given to the teacher within five (5) working days following a conference.</p> <p>All existing FWISD board policies concerning personnel evaluation, "teacher in need of assistance," teacher discharge, and teacher probationary, term, and continuing contracts will apply in the administering of the Professional Development and Appraisal System.</p> <p>Grievances concerning the process, not the content of the appraisal, may be filed in accordance with policy DGBA (Local).</p> <p>In addition, see <u>Commissioner's Rules</u>, § 150.1005. Teacher Response and Appeals.</p> |
| <p><b>WRITTEN RESPONSE or REBUTTAL</b></p>      | <p>A teacher may submit a written response or rebuttal at one or both of the following times;</p> <p>(1) After receiving a written <u>Observation Summary</u>, or any other written documentation associated with the teachers appraisal; or</p> <p>(2) After receiving a written <u>Summative Annual Appraisal Report</u></p>   |
| <p><b>MAINTENANCE OF PDAS RECORDS</b></p>       | <p>The teacher's supervisor/designee is responsible for documentation of cumulative data and will maintain all central office (personnel) copies of all appraisal records until they are due. The appraisers will be held accountable for the accuracy of the scoring procedures.</p> <p>The written <u>Summative Annual Appraisal</u> shall be placed in the teacher's personnel file by the end of the appraisal period.</p>   |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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| <b>MAINTENANCE<br/>OF<br/>PDAS RECORDS<br/>(Continued)</b> | <p>Copies of all PDAS records generated by the teacher's supervisor/designee must be maintained in the school for a minimum of three years. If a teacher moves to another teaching assignment in the FWISD, the PDAS records are to be sent to the new supervisor. Records maintained in the individual school are destroyed if the teacher resigns/retires from the FWISD.</p>   |
| <b>NON-RENEWAL<br/>AND<br/>INTERVENTION PLAN</b>           | <p>A conference must be held to develop the intervention plan for a teacher being considered for non-renewal or termination of employment. By mid-January, progress should be determined.</p>   |
| <b>TERMINATION<br/>OF<br/>TEACHER CONTRACT</b>             | <p>Teachers being considered for non-renewal or termination of employment will meet with the campus administrator to discuss the termination.</p>   |
| <b>EXCEPTION TO PDAS<br/>CALENDAR</b>                      | <p>When an appraiser has a concern about teacher performance, the following shall apply:</p> <ol style="list-style-type: none"> <li>1) When an appraiser has a concern about a teacher who is eligible for less-than-annual appraisals, the teacher may be appraised during a school year in which documentation and notification concerning domains I, II, III, or IV occur during the first semester.</li> <li>2) If documentation and notification concerning domains I, II, III, or IV occur during the second semester, the teacher whose previous appraisal qualified the teacher for a two-year cycle evaluation shall be appraised the following school year.</li> </ol> <p style="text-align: right;">Board Policy DNA (LOCAL)</p> |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

### “TEACHER IN NEED OF ASSISTANCE”

An intervention plan **must** be developed or modified **with** any teacher whose performance meets one of the following circumstances:

- evaluated as unsatisfactory in one or more domains; or
- evaluated as below expectations in two or more domains.

A teacher whose performance meets one of the above circumstances is designated as a “teacher in need of assistance.”

### INTERVENTION PLAN GUIDELINES

When a teacher is designated as a “teacher in need of assistance,” the certified appraiser and the campus principal or designee shall, in **consultation with the teacher**, develop an intervention plan that includes the following:

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

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

Whenever an appraiser **has documentation** that would potentially produce a domain evaluation rating of “below expectations or “unsatisfactory,” the appraiser may, at any time develop an intervention plan in **consultation with the teacher**. 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.



## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

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| <p><b>INTERVENTION PLAN<br/>AND<br/>TEACHER CONTRACT<br/>CHANGES</b></p>   | <p>A teacher may be considered for separation from the assignment, campus, and/or district if all requirements of the intervention plan have not been met by the time specified in the plan. <b>Teachers being considered for return to probationary contract or termination of contract must have an intervention plan in place.</b> An exception would be made if the teacher behavior is of such severity that other local, state, and/or federal laws/policies are in effect.</p>  |
| <p><b>LEAVING AN<br/>OBSERVATION<br/>EARLY</b></p>   | <p>The forty-five (45) minute observation period cannot be disrupted once it begins. Leaving an observation early requires that the entire forty-five (45) minutes be rescheduled with the teacher. Therefore, an appraiser must not leave a scheduled observation unless there is a dire emergency. Office staff and other building personnel need to be made aware of the observation schedule of the teacher's supervisor/designee so that disruptions of observations can be avoided.</p> <p>Any change in the forty-five (45) minute observation timeframe must be made by mutual consent of the teacher and the teacher's supervisor/designee prior to the observation. The shorter time segments must aggregate to at least forty-five (45) minutes.</p>  |
| <p><b>UNFORESEEN<br/>CIRCUMSTANCES</b></p><br><br><p><b>TEACHER OUT OF<br/>SCHOOL ON LEAVE /<br/>FOR EMERGENCY</b></p> | <p>The following unforeseen circumstances may prevent a teacher's Supervisor/designee from completing the appraisal process:</p> <ul style="list-style-type: none"> <li>• Teacher is on an approved leave of absence;</li> <li>• Teacher has an illness or an emergency which prevents the appraisal timelines/procedures from being followed; Or</li> <li>• Teacher retires from district prior to forty-five minute observation and/or summative annual appraisal.</li> </ul> <p>The teacher's supervisor/designee must provide written documentation of the reason(s) for noncompliance with appraisal timelines and/or procedures to the Human Capital Management, and school leadership. The written documentation shall be shared in writing with the teacher and placed in the teacher's personnel file by the end of the appraisal period.</p> |

## FORT WORTH ISD LOCAL PROCEDURES

These local procedures are in addition to the state procedures as outlined in the current Texas Professional Development and Appraisal System.

|   |  |
|---|--|
| <p><b>UNFORESEEN<br/>CIRCUMSTANCES<br/>(Continued)</b></p><br><br><p><b>APPRAISER / DESIGNEE<br/>UNABLE TO APPRAISE<br/>TEACHER</b></p> | <p>If a teacher's principal/supervisor is unable to fulfill the appraisal process requirements, school leadership, in collaboration with the Director, Human Capital Management, will assign another appraiser to serve as the teacher's supervisor to complete the appraisal process.</p> <p>When the designee for the teacher's supervisor is unable to fulfill the appraisal process requirements, the teacher's supervisor, in collaboration with the Director, Human Capital Management, will assign another appraiser to complete the appraisal process.</p> <p>If a Second Appraiser is unable to fulfill the appraisal process requirements, the Director, Human Capital Management, will assign another Second Appraiser to complete the appraisal process.</p> |
|---|--|

## ***APPENDIX A***

### **SAMPLE MEMOS**

#### **FOR PDAS DOCUMENTATION**

- **Memo A:**  
**Scheduling a Forty-five (45) Minute Observation  
(from teacher's supervisor/designee)**
- **Memo B:**  
**Scheduling a Forty-five (45) Minute Observation  
(from second appraiser)**
- **Memo C:**  
**Requesting a Second Appraiser (from teacher making  
the request)**
- **Memo D:**  
**Documentation for Written *Summative Annual  
Appraisal* and Scheduling a Summative Conference  
(from teacher's supervisor/designee)**
- **Memo E:**  
**FWISD PDAS Teacher Approval for Less Than Annual  
Observation (consent forms and procedures)**

# **SAMPLE MEMO A**

## **SCHEDULING A FORTY-FIVE (45) MINUTE OBSERVATION**

**Sample Memo for Teacher's  
Supervisor/Designee to Provide to  
Teacher Being Observed**



To: \_\_\_\_\_

From: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: **Forty-Five Minute Observation**

**This is to notify you that I will conduct a forty-five (45) minute observation the week of:**

Please let me know as soon as possible if this week is not appropriate for an observation. Also, please confer with me if we need to break the 45 minutes into shorter segments.

A pre- and post-conference may be scheduled at the request of the teacher or the appraiser. **Please check the appropriate box, sign on the signature line, date, and return this memo to me by** \_\_\_\_\_.

\_\_\_\_\_ **Yes, schedule** a pre-observation conference with me.

\_\_\_\_\_ **Yes, schedule** a post-observation conference with me.

\_\_\_\_\_ **No, do not schedule** a pre-observation conference with me.

\_\_\_\_\_ **No, do not schedule** a post-observation conference with me.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

*The teacher supervisor should keep the original signed memo. A copy should be given to the teacher. This memo must be given to the teacher three full days prior to the five instructional day observation window.*

# **SAMPLE MEMO B**

## **SCHEDULING A FORTY-FIVE (45) MINUTE OBSERVATION**

**Optional Letter for Second Appraiser to  
Provide to the Teacher Being Observed**



To: \_\_\_\_\_

From: \_\_\_\_\_

Date: \_\_\_\_\_

**Subject: Observation by Second Appraiser**  
(optional letter)

This memo is to confirm with you that I will conduct a formal forty-five (45) minute observation the week of (date)\_\_\_\_\_.

This is also to confirm that the pre-observation conference was held today, (date)\_\_\_\_\_. During the conference we set your appraisal “observation window” and discussed issues pertinent to the observation.

The post-observation conference will be held on (date)\_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_. The pre- and post-observation conference may be conducted at the request of the teacher or the appraiser.

Please call me at the following number, if you have any questions about the scheduled observation.

I will be providing your principal/supervisor a copy of this letter.

Teacher’s Signature\_\_\_\_\_ Date\_\_\_\_\_

# **SAMPLE MEMO C**

## **REQUESTING A SECOND APPRAISER**

**Sample Memo for Teacher to Send to  
Director/or designee,  
Human Capital Development  
with a Copy to the Teacher's Supervisor**





**To: Director, Induction, Development and Retention**

**From:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Content Area:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Subject: Teacher Request for Second Appraiser**

**I am requesting that a second appraiser be assigned to conduct a Professional Development and Appraisal System observation of me.**

I received a written observation summary or a written summative annual appraisal on the following date: \_\_\_\_\_

My first appraiser was \_\_\_\_\_

This memo is within the (10) working days period during which I may request a second appraiser.

I prefer to be contacted at the following telephone number: \_\_\_\_\_

**I have provided the principal/supervisor a copy of this memo.**

**Send Request for a Second Appraiser via School Mail, Email or U.S. Mail to:**

**Cliff Mayer  
Director of Induction, Development and Retention  
PDC, 3150 McCart, Fort Worth, 76110, Suite 214  
clifford.mayer@fwisd.org**

# **SAMPLE MEMO D**

## **DOCUMENTATION FOR WRITTEN SUMMATIVE ANNUAL APPRAISAL AND SCHEDULING A SUMMATIVE CONFERENCE**

**Sample Memo for Teacher's  
Supervisor/Designee to Provide to the Teacher**



To: \_\_\_\_\_

From: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: Summative Conference  
(sample memo)

Attached is a copy of your written Summative Annual Appraisal. I have scheduled an annual **summative conference with you concerning the report on (date) \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_**. Please let me know as soon as possible if the summative conference day and/or time will not fit your schedule.

The annual summative conference may be waived at the request of the teacher only. **Therefore, please check the appropriate line below, sign on the signature line, and return the memo to me by \_\_\_\_\_.**

\_\_\_\_\_ **Yes, I can meet for the summative conference at the above scheduled time.**

\_\_\_\_\_ **No, the summative conference will need to be rescheduled.**

\_\_\_\_\_ **No, I do not want to schedule a summative conference.**

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Once you have indicated your choice, I will provide you a signed copy for your records.

# **SAMPLE MEMO E**

## **FWISD PDAS TEACHER APPROVAL FOR LESS THAN ANNUAL OBSERVATION**

**Consent Forms and Procedures**

**FORT WORTH INDEPENDENT SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
TEACHER APPROVAL FOR “LESS THAN ANNUAL” OBSERVATION  
2014-2015 School Year**

House Bill 1440 provides school districts the opportunity to allow teachers to be appraised on a less than annual basis if they meet the criteria established by the Board of Education in policy DNA (Local) and if the teacher agrees in writing. A copy of the policy is available on the District’s website, [www.fortworthisd.org](http://www.fortworthisd.org).

**In order for this waiver to remain in effect for this school year, you must demonstrate that quality teaching and learning is continuing in your classroom as evidenced by the results of walk-through observations by your principal, assistant principal, or teacher supervisor if other than the principal or assistant principal.**

---

Check whether or not you consent to waive your 2014-2015 PDAS **observation**. Sign and return to your principal (or teacher supervisor if you are not appraised by the campus principal or assistant principal).

Check one:

I consent to have my PDAS appraisal **observation** waived for 2014-2015.

I do not consent to have my PDAS appraisal **observation** waived for 2014-2015.

Print Teacher’s Name \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_

School Location \_\_\_\_\_

Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_

## **Less Than Annual Appraisal Observation Procedures**

- Teacher presents ...”Less Than Annual Observation” form to principal no later than September 15, 2014 or thirty (30) days after start date on campus/location.
- Teacher Self-Report Section I: due within the first three weeks of instruction or after the PDAS orientation has been presented.
- Completing Sections II and III of the Teacher Self-Report is optional for those being appraised in Domain VII only.
- Summative Annual Conference no later than fifteen (15) working days before the last day of instruction for students (by May 14, 2015). The teacher may waive the Summative Conference, but the request must be made in writing to the teacher’s supervisor/designee.
- Less than annual appraisal observations must be determined by no later than September 15 or thirty (30) days after start date at campus location.

# **APPENDIX B**

## **1. Sample Intervention Plan**

Name: \_\_\_\_\_ Appraiser: \_\_\_\_\_

Campus: \_\_\_\_\_ Assignment/Grade: \_\_\_\_\_

Period of Intervention: From: 09-15-14 To: 10-24-14

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
**INTERVENTION PLAN**

- 
1. Domain(s) in which the teacher is in need of assistance.  
 Domain I Active, successful student participation...  
 Domain II Learner-centered instruction

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  2. Directives for changes in teacher behavior and time lines.
    1. Lesson plans will identify student application and students will independently apply concepts in small groups and as individuals
    2. Teacher will apply CHAMPS strategies within one week of workshop
    3. Implement the three new writing strategies on a daily basis
  3. Professional improvement activities and dates for completion.
    1. Attend lesson planning staff development
      - a. Focus on students' application of concepts taught
      - b. Schedule this within a week. By October 6
        1. Attend by the end of mid-October
    2. Attend CHAMPS training and implement strategies in the classroom.
      - a. Attend by mid-October
      - b. Implement strategies within one week of workshop
    3. Observe writing teachers and conference to identify three new writing strategies by mid-October.
      - a. Schedule observations by September 26 and complete observations by October 10.

---

  4. Evidence that will be used to determine that professional improvement activities have been completed.
    1. Lesson plans will identify how students will apply the instructional concepts
    2. CHAMPS strategies will be identified and partially implemented by one week after workshop
    3. Students will be observed using the newly identified writing strategies

---

  5. Evidence that will be used to determine if teacher behavior has changed.
    1. 80% of students can be seen applying TEKS concepts with success
    2. 80% of students will be observed as they self-implement the CHAMPS strategies
    3. Newly implemented writing strategies will show student growth on writing benchmark tests

\_\_\_\_\_  
Signature of Appraiser

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date



# **APPENDIX C**

## **2. Blank Intervention Plan**

Name: \_\_\_\_\_ Appraiser: \_\_\_\_\_

Campus: \_\_\_\_\_ Assignment/Grade: \_\_\_\_\_

Period of Intervention: From: \_\_\_\_\_ To: \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
INTERVENTION PLAN**

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1. Domain(s) in which the teacher is in need of assistance.

---

2. Directives for changes in teacher behavior and time lines.

---

3. Professional improvement activities and dates for completion.

---

4. Evidence that will be used to determine that professional improvement activities have been completed.

---

5. Evidence that will be used to determine if teacher behavior has changed.

|   |               |
|---|---------------|
| _____<br>Signature of Appraiser   | _____<br>Date |
| _____<br>Signature of Principal   | _____<br>Date |
| <p>My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.</p> |               |
| _____<br>Signature of Teacher   | _____<br>Date |

Name: \_\_\_\_\_ Appraiser: \_\_\_\_\_

Campus: \_\_\_\_\_ Assignment/Grade: \_\_\_\_\_

Period of Intervention: From: \_\_\_\_\_ To: \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
INTERVENTION PLAN**

This plan has been successfully completed. \_\_\_\_\_

This plan has not been successfully completed. \_\_\_\_\_

This plan was not successfully completed for the following reasons:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Further action to be taken:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

|   |               |
|---|---------------|
| _____<br>Signature of Appraiser   | _____<br>Date |
| _____<br>Signature of Principal   | _____<br>Date |
| <p>My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.</p> |               |
| _____<br>Signature of Teacher   | _____<br>Date |