



**SECTION IV**

**PDAS Teacher Manual  
Appendix**



**CLASSROOM TEACHER - STANDARD CERTIFICATE RENEWAL  
AND  
CONTINUING PROFESSIONAL EDUCATOR REQUIREMENTS**

**GENERAL PROVISIONS FOR CERTIFICATE RENEWAL**

The renewal date of a Standard Certificate will be five years after the last day of the certificate holder's birth month. If a teacher holds multiple certificates, all can be renewed concurrently and all are subject to renewal during the certificate holder's birth month five years after the earliest certificate was issued. Teachers who fail to satisfy each of the requirements to renew their Standard Certificate(s) by the renewal date move to inactive status and are ineligible for employment in a Texas public school district in a position for which that certificate is required until all appropriate requirements are satisfied.

**CERTIFICATE RENEWAL REQUIREMENTS**

All classroom teachers are required to complete at least 150 clock hours of Continuing Professional Education (CPE) during each five-year renewal period. Teachers are encouraged to complete a minimum of 30 clock hours of CPE each year of the renewal period. **NOTE: Only those professional education activities from approved registered providers will be accepted for renewal purposes.**

**ACCEPTABLE CONTINUING PROFESSIONAL EDUCATIONAL ACTIVITIES**

Types of acceptable Continuing Professional Education (CPE) activities include:

1. participation in institutes, workshops, seminars, conferences, in-service or staff development which are related to or enhance the professional knowledge and skills of the educator;
2. completion of undergraduate courses in the content area knowledge and skills related to the certificate being renewed, graduate courses, or training programs which are taken through an accredited institution of higher education; (One semester hour of credit earned at an accredited institution of higher education is equivalent to 15 CPE clock hours.)
3. participation in interactive distance learning, video conferencing, or on-line activities or conferences;
4. independent study, not to exceed 20% of the required clock hours, which may include self-study of relevant professional materials (books, journals, periodicals, video/audio tapes, computer software, and on-line information) or authoring a published work;
5. development of curriculum or CPE training materials;
6. serving as an assessor (does not include the required annual evaluation of the principal) for the principal assessment process [TAC §241.35], not to exceed 10% of the required clock hours;
7. teaching or presenting a CPE activity, not to exceed 10% of the required clock hours; and/or
8. providing professional guidance as a mentor educator, not to exceed 30% of the required clock hours.

**Acceptable Content Areas of Required Continuing Professional Education Hours**

(b) One semester credit hour earned at an accredited institution of higher education is equivalent to 15 CPE clock hours.

(c) At least 80% of the CPE activities should be directly related to the certificate(s) being renewed and focus on the standards required for the initial issuance of the certificate(s), including:

- (1) content area knowledge and skills;
- (2) professional ethics and standards of conduct;
- (3) professional development, which should encompass topics such as the following:
  - (A) district and campus priorities and objectives;
  - (B) child development, including research on how children learn;
  - (C) discipline management;
  - (D) applicable federal and state laws;
  - (E) diversity and special needs of student populations;
  - (F) increasing and maintaining parental involvement;
  - (G) integration of technology into educational practices;
  - (H) ensuring that students read on or above grade level;
  - (I) diagnosing and removing obstacles to student achievement; and

(J) instructional techniques.

(d) Educators are encouraged to identify CPE activities based on results of the annual appraisal required under TEC, Chapter 21, Subchapter H.

**How to Renew Your Certificate:**

1. Go to the SBEC web site [www.sbec.state.tx.us](http://www.sbec.state.tx.us)
  2. Log onto the “SBEC on line for Educators” at the top of the page.
    - a. If you have already registered, log in with your user name and password.
    - b. If not, create a new user.
  3. On the left side of the page click on “Applications”
  4. Then Click on “Renew a Standard Certificate”
  5. You will check a box attesting to having completed the required CPE hours.
    - a. SBEC is not requiring that educators submit written evidence of completion of CPE, but rather keep that information available in a personal file in the event that they are ever audited.
- Certificates can be renewed up to 6 months prior to the expiration date.
  - For a list of providers, please see: <http://www.sbec.state.tx.us/SBECOnline/certinfo/regprov.asp>
  - The fee for certificate renewal is \$20 for most educators and \$10 for educational aides. Additional fees are assessed for late renewal and reactivation of an inactive certificate. Online payment of certification fees is available.
  - Any questions about the online application or use of the online system should be directed to the SBEC at 1-888-863-5880.



## CHECKLIST OF TEACHER ACTIONS

### Professional Development and Appraisal System for Texas Teachers

ACTIVITY	TASK	TIME FRAME	COMPLETED
Participate in Teacher Orientation	Must be provided for teachers no later than the final day of the first three weeks of school and at least three weeks before the first observation.	No later than the final day of the first three weeks of school and at least three weeks before the first observation.	
Complete Teacher Self-Report	Complete Sections I, II, and III of the Teacher Self-Report	Section I: No later than the last day of the first three weeks of school.  Sections II & III: No later than two weeks prior to the end of the period for summative annual conferences on the school district appraisal calendar.	
Participate in Observations	Participate in observations and walkthroughs based on district appraisal calendar. Advance notice may be given, but is not required.	According to the observation period on the school district calendar and no later than 15 working days before the last day of instruction for students.	
Participate in Summative Annual Conference	Prepare to discuss: <ul style="list-style-type: none"> <li>• Teacher Self-Report</li> <li>• Observation Summary Form(s)</li> <li>• Cumulative Data</li> </ul>	No later than the end of the period for summative annual conferences on the school district appraisal calendar.	



## Welcome to Professional Development and Appraisal System (PDAS)



**The Professional  
Development  
& Appraisal System**

### Professional Development and Appraisal System (PDAS)

PDAS remains in place as the State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development.

Cornerstones of the process include a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-centered Instruction adopted in 1967 by the State Board for Educator Certification (SBEC).

The domains are:

1. Active, Successful Student Participation in the Learning Process
2. Learner-centered Instruction
3. Evaluation and feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time/Materials
5. Professional Communication
6. Professional Development
7. Compliance with Policies, Operating Procedures and Requirements
8. Improvement of All Students' Academic Performance

[Updated PDAS information](#)

[PDAS forms](#)

[Administrator Appraisal](#)

[PDAS Questions and Answers](#)

For more information on PDAS policy questions contact:

Diane Pollard or Marilyn Buckner | Statewide Initiatives | Region XIII ESC | 512-919-5491

[diane.pollard@esc13.txed.net](mailto:diane.pollard@esc13.txed.net) or [marilyn.buckner@esc13.txed.net](mailto:marilyn.buckner@esc13.txed.net)

Or the Texas Education Agency | Educator Development Unit | 1701 North Congress Avenue | Austin, Texas 78701 | Phone: (512) 475-2160 | Fax: (512) 463-8057 Email: [eddevprj@tea.state.tx.us](mailto:eddevprj@tea.state.tx.us)



SEARCH TEA's Site

Advanced Search

**Curriculum**

**-> Educator Development and HSEP**

**--> Frequently Asked Questions Related to PDAS**

**Educator Development and HSEP  
Frequently Asked Questions for Professional  
Development and Appraisal System (PDAS)**

(State Law and Commissioner's Rules Included)

Laws Related to Teacher Appraisal and Staff Development	Commissioner's Rules Related to Teacher Appraisal and Staff Development
Frequently Asked Questions for Professional Development and Appraisal System (Entire Document in PDF format)	

Adoption and Implementation of Teacher Appraisal System (Questions 1-7)	Conferences (Questions 59-62)
Assessment of Teacher Performance on PDAS (Questions 8-14)	Teacher In-Need of Assistance/Intervention Plans (Questions 63-66)
Student Performance Link: Domain VIII (Questions 15-20)	Teacher Response, Appeals, and Second Appraisals (Questions 67-71)
Appraisal Calendar and Timeline (Questions 21-27)	Requirements, Selection and Training of Appraisers (Questions 72-77)
Appraisal of Professional Staff (Questions 28-42)	Teacher Orientation (Question 78)
Teacher Self-Report (TSR) (Questions 43-51)	Teacher Participation in Training (Question 79)
Data Sources (Cumulative Data and Documentation) (Questions 52-58)	Professional Development and PDAS (Questions 80-81)

Contact the Curriculum Division with any questions you may have.

**Copyright Notice**

This page last updated May 12, 2005

ESCs | Educator Certification (SBEC) | TRAIL | State of Texas | Contact/Comments | TEA Jobs | Texas Legislature | Web Policy | Public Information | Compact With Texans | Governor's Committee on People with Disabilities

By using this site and its products, you agree to the **Copyright and terms of service.**

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

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

Campus: \_\_\_\_\_

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

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

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

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE**

---

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

---

2. Professional-improvement activities and dates for completion.

---

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

---

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

---

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

\_\_\_\_\_  
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

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

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

Campus: \_\_\_\_\_

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

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

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

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM  
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE**

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:

_____ Signature of Appraiser	_____ Date
_____ Signature of Principal	_____ Date
My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.	
_____ Signature of Teacher	_____ Date

## Glossary for PDAS

### **academic learning time**

That part of allocated time during which students are engaged and experiencing success.

### **active engagement**

Reading, writing, thinking, talking, doing, manipulating, etc.

### **AEIS**

Academic Excellence Indicator System

### **aligned**

Mutually supportive and not in conflict. Curriculum may be aligned internally with elements supporting each other (vertically and horizontally). It may also be aligned externally, supportive of student needs, work and life applications, etc.

### **appropriate goals/objectives**

As defined by state and district curriculum documents, such as the Texas Essential Knowledge and Skills (TEKS) and local frameworks and guides; includes developmental appropriateness.

### **appropriate inquiry techniques**

Moving students to higher order thinking while maintaining an acceptable level of student success

### **appropriate pacing and sequencing of instruction**

Delivery of instruction which is neither too fast nor too slow to establish and maintain student engagement and success

### **assessment of student performance (formative)**

Assessment procedures and activities that continually assess the progress of student performance throughout a learning period. Assessment for learning

### **assessment of student performance (summative)**

Assessment procedures, techniques, and activities that determine the extent to which each of the student learning objectives was met. Assessment of learning

**at-risk**

of dropping out of school. The state definition includes:

**TEC § 29.081. Compensatory, Intensive, and Accelerated Instruction**

- (d) For purposes of this section, "student at risk of dropping out of school" includes each student who is under 21 years of age and who:
- (1) was not advanced from one grade level to the next for one or more school years;
  - (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
  - (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
  - (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
  - (5) is pregnant or is a parent;
  - (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
  - (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
  - (8) is currently on parole, probation, deferred prosecution, or other conditional release;
  - (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
  - (10) is a student of limited English proficiency, as defined by Section 29.052;
  - (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
  - (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments;
- or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Note: Districts may also identify local criteria.

**AYP**

Adequate Yearly Progress, the evaluation indicator of the No Child Left Behind (NCLB) Act whereby districts, campuses and states must meet criteria in three measures: 1) Reading/Language Arts, 2) Mathematics and 3) Graduation Rate for high schools and districts or Attendance Rate for elementary and middle/junior high schools.

**Below Expectations**

PDAS domain rating – Students in a teacher’s classroom are “occasionally” successful in learning. (50-79% of the time)

**comparable improvement**

Operational decisions about comparable improvement are responsibilities of the Commissioner of Education and can be found in the State Accountability Manual.

**Continuous Improvement Instructional Planning Process**

A tool for teachers to link and align student needs with instruction, staff development, assessment and PDAS.

**creative thinking**

Alternative, divergent, cognitive processes which result in solving problems, making products, or posing questions which are initially novel or unconventional

**criteria**

Descriptions of behaviors evaluated within the Professional Development and Appraisal System.

**critical attributes**

Words and expressions used in each of the criteria in the appraisal framework which convey the central meaning of the criteria, i.e., that behavior which is to be evaluated.

**critical thinking and problem solving**

At the application level or higher of Bloom’s Taxonomy (application, analysis, synthesis, and evaluation)

**curriculum - correlated assessment materials**

Assessment materials that are provided as part of curriculum packages and are designed to align with the instructional material. Tests associated with textbooks are examples of this type of assessment.

**depth and complexity**

As described by Erickson (Concepts and Generalizations)

**diagnostic observations**

Formal or informal evaluation of student needs through analysis of student work and behavior in class.

**disaggregated TAKS data**

Analysis of TAKS test performance by grade level, subject area, or class group in order to identify TAKS objectives for which students show particular strengths or weaknesses; can include test item analysis also. Disaggregation of data can be done formally with software and in campus teams or groups, or can be done informally by campus groups or individual teachers.

**documentation**

For purposes of PDAS, documentation is data collected by a teacher's appraiser for use in the summative conference. Documentation is obtained from walkthroughs, the observation summary form (OSF), the Teacher Self-Report, verified third-party information and copies of written communications.

**documentation for less than annual appraisals**

Appraisers' use of cumulative data, such as gathered from the Teacher Self-Report, walkthroughs and verified third-party information, remains permissible for teachers on a less than annual appraisal schedule.

**domain**

One of eight broad categories of teaching practice in the Professional Development and Appraisal System which serve to organize the behaviors (criteria) evaluated within the system.

**domain ratings**

Exceeds Expectations; Proficient; Below Expectations; Unsatisfactory

**Exceeds Expectations**

PDAS domain rating – Students in a teacher's classroom are "consistently" engaged and successful in learning that has great depth and complexity. (90-100% of the time)

**high cognitive level**

At the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).

**learner centered**

Focused on learning, the learning needs of students and the varied characteristics of students; contributing to student success.

**locally defined**

As established by local policies and/or operating procedures.

**OSF**

Observation Summary Form

**management**

Efficient and effective use of time and materials, e.g., uses of appropriate instructional technology, discipline management, and referrals, uses of appropriate strategies, materials, and expectations to produce long-term student success.

**motivational strategies**

Teacher behaviors which increase the probability that a student will actively and successfully participate in the learning. Elements include level of concern, level of difficulty, stimulus variation, rewards and feeling tone.

**objective for student performance**

Objectives/goals which contain at least the behavior or expected student performance and the level of performance considered successful for the developmental level of the students.

**PDAS**

Professional Development and Appraisal System, the Commissioner's Recommended Teacher Appraisal System

**PDAS appraisal link**

Connecting the attributes of the PDAS domains and criteria with the teacher skills needs to implement each of the components of the *Continuous Improvement Instructional Planning Model*.

**Proficient**

PDAS domain rating – Students in a teacher's classroom are engaged and successful in learning. (80-89% of the time)

**self-directed/self-initiated**

Learning which is initiated and/or monitored and adjusted by the learner. Opportunities for choice are implied in an environment which allows and/or fosters self-directed learning. Self-directed/self-initiated learning allows for and fosters students to assume responsibility for their own learning.

**self-discipline**

Monitoring and adjusting one's own behavior in accordance with a plan to fulfill one's needs.

**student characteristics**

Unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness.

**student academic content knowledge needs**

Student learning needs that are supportive of the successful mastery of the knowledge and skills at the appropriate learning level that are designated in the TEKS.

**student learning environment needs**

Student learning needs that are related to the unique learning characteristics of individual students.

**TAC**

Texas Administrative Code.

**TAKS**

Texas Assessment of Knowledge and Skills.

**TAKS-related objectives**

Learning objectives which address TAKS targets and objectives or prerequisites or extensions of TAKS targets and objectives.

**TEC**

Texas Education Code.

**technology**

Equipment and resources such as calculators, computers, telecommunications, internet, cameras, multi-media, satellites and distance learning facilities, CD-ROMs, and scanners used for the purpose of instruction when available and appropriate. See Domain II, number 9, of Appraisal Framework & Scoring Criteria Guide.

**TEKS**

Texas Essential Knowledge and Skills is the state curriculum framework established by law. (TEC § 28, Subchapter A. Essential Knowledge and Skills; Curriculum)

**TSR**

Teacher Self Report

**walkthroughs**

Informal, unannounced, and unplanned classroom visits of limited duration.

**work and life applications**

Current and/or future settings in which students may use learning.

For further information contact:  
Region XIII Education Service Center  
Statewide Initiatives  
5701 Springdale Rd.  
Austin, TX 78723-3675  
(512) 919-5491

Texas Education Agency  
Division of Curriculum, Educator Development Unit  
1701 N. Congress  
Austin, TX 78701  
512-475-1233

© 2005 by the Texas Education Agency