

The Administrative Observer

PDAS Template Library Illustrations

The PDAS Professional Development and Appraisal System can be used quite successfully with ***The Administrative Observer***.

All templates in the PDAS Template Library can be modified as needed. It is important to review and approve the language prior to first use to ensure it is a good match for your intended use and is consistent with all policies in effect in your district.

Click the links below to illustrate (1) possible uses in a broad comprehensive manner using all PDAS domains and (2) using a single PDAS domain for a focused walkthrough observation. A variety of output styles are available with no additional formatting.

Document Illustrated
PDAS Comprehensive Template #1
PDAS Comprehensive Template #2
PDAS Walkthrough – Domain #1
PDAS Walkthrough – Domain #2
PDAS Walkthrough – Domain #3
PDAS Walkthrough – Domain #4

No Compromises!!

All observation and evaluation documents can be tailored or customized to reflect your own individual preferences!

PDAS Observation Summary**Teacher: Sally Jones****Date Observed: 02/15/2011****Subject: English****Time: 4th Hour****Observer: Bill Craig**

Domain I Active, Successful Student Participation

Evaluation dimensions for Domain I are

- a. Quantity and quality of active student participation in the learning process is evident.
- b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.

Evaluation criteria and the extent to which each met expectations during observation are shown below.

Ratings appear here	Students are actively engaged in learning.
	Students are successful in learning.
	Student behaviors indicate learning is at a high cognitive level.
	Students are self-directed/self-initiated as appropriate to the lesson objectives.
	Students are connecting learning to work and life applications.

Domain II Learner-Centered Instruction

Evaluation dimensions for Domain II are

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

Evaluation criteria and the extent to which each met expectations during observation are shown below.

Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.
 Instructional content is learner-centered (relates to the interests & varied characteristics of students).
 Instructional strategies promote critical thinking and problem solving.
 Instructional strategies include motivational techniques to successfully and actively engage students.
 Instructional strategies are aligned with the objectives, activities, & student characteristics.
 The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.
 The teacher emphasizes the value and importance of the activity/content.
 The teacher uses appropriate questioning and inquiry techniques to challenge students.
 The teacher makes appropriate and effective use of available technology.

Domain III Evaluation/Feedback on Student Progress

Evaluation dimensions for Domain III are

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

Evaluation criteria and the extent to which each met expectations during observation are shown below.

Academic progress of students is monitored and assessed.

Assessment and feedback are aligned with goals and objectives and instructional strategies.

Assessment strategies are appropriate to the varied characteristics of students.

Student learning is reinforced.

Students receive specific constructive feedback.

The teacher provides opportunities for relearning and re-evaluation of material.

Domain IV Management - Discipline Instruction Time

Evaluation dimensions for Domain IV are

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

Evaluation criteria and the extent to which each met expectations during observation are shown below.

The teacher effectively implements the discipline-management procedures approved by the campus.

The teacher promotes and encourages self-discipline and self-directed learning as appropriate.

The teacher interacts with students in an equitable manner, including the fair application of rules.

The teacher specifies expectations for desired behavior.

The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.

The teacher reinforces desired behavior when appropriate.

The instructional materials selected by the teacher are equitable.

The teacher effectively and efficiently manages time and materials.

Domain V Professional Communication

Evaluation dimensions for Domain V are

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

Evaluation criteria and the extent to which each met expectations during observation are shown below.

The teacher uses appropriate and accurate written communication with students

The teacher uses appropriate and accurate verbal and non-verbal communication with students.

The teacher encourages and supports students who are reluctant or having difficulty.

The teacher uses appropriate and accurate written communication with all audiences.

The teacher uses appropriate and accurate verbal and non-verbal communication with all audiences.

The teacher's interactions are supportive, courteous, and respectful in all job related matters.

Commendations

You seem to have a genuine, caring relationship with your students.

Recommendations

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

PDAS Observation Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: Math

Time: 3rd Hour

Observer: Bill Craig

Domain I Active, Successful Student Participation

Mrs. Jones's students were actively engaged in successful learning activities. Student behaviors indicated performance at a high cognitive level. The students seemed self-directed and self-initiated at the appropriate times during this lesson. Students seemed to connect learning in this class to work and life applications.

Quantity and quality of active student participation in the learning process is evident.
Students are challenged by instruction and make connections to work and life applications.

Domain II Learner-Centered Instruction

This observed lesson addressed goals and objectives that included basic knowledge and skills based on the central themes and concepts of the discipline. The content was learner-centered and seemed to relate to the interests and characteristics of the students. The instructional strategies used seemed to engage students actively and to promote critical thinking and problem solving. Attention was paid to proper alignment of content to state standards. Appropriate pacing and sequencing was evident. Mrs. Jones skillfully used appropriate questioning and inquiry techniques to challenge students. Available technology was used appropriately and effectively.

The instructional content is based on appropriate goals and objectives.
The instructional content includes basic knowledge and skills, as well as central themes and concepts.
Instructional strategies are aligned with learning objectives/activities, student needs, and work/life applications.
The instructional strategies promote application of learning through critical thinking and problem solving.
The teacher uses appropriate motivational & instructional strategies to engage students actively.

Domain III Evaluation/Feedback on Student Progress

Mrs. Jones monitored and assessed students during this observed lesson. The assessment and feedback seemed to be aligned with the goals and objectives of instruction. All strategies employed seemed appropriate to the characteristics of the students present and had the effect of reinforcing learning with specific constructive feedback.

The teacher aligns assessment and feedback with goals and objectives and instructional strategies.
The teacher varies evaluation and feedback strategies according to the characteristics of the students.

Domain IV Management - Discipline Instruction Time

All discipline and management procedures used during this observation were approved by the campus. While promoting self-discipline and self-directed learning, Mrs. Jones intervened and re-directed off-task, inappropriate, and disruptive behavior as needed. Mrs. Jones clearly conveyed expectations for desired behaviors, and was fair and equitable with the application of school rules. During this observation, Mrs. Jones effectively and efficiently managed available time and materials.

The teacher effectively implements the discipline-management procedures approved by the district.
The teacher promotes and encourages self-discipline and self-directed learning.
The teacher selects instructional materials which are equitable.
The teacher effectively and efficiently manages time and materials.

Domain V Professional Communication

Based on my observation of Mrs. Jones's communications, he seems to use appropriate and accurate written, verbal, and non-verbal communications with students. With regard to students who seem reluctant or who are having difficulty, Mrs. Jones's interactions seem supportive, courteous, respectful, and encouraging. As with students, Mrs. Jones's communications with parents seem to be appropriate and accurate whether written, verbal, or non-verbal in nature.

Appropriate & accurate written, verbal, & non-verbal modes of communication are used with students.

Appropriate & accurate written, verbal, & non-verbal communication is used with all audiences.

All interactions with reluctant or struggling students are supportive, courteous, and encouraging.

Commendations

You seem to have a genuine, caring relationship with your students.

Recommendations

Bill Craig
Principal

Date

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

Teacher

Date

PDAS Domain 1 Walkthrough Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: History

Time: 7th Hour

Observer: Bill Craig

Perceptions

Focusing my observation on PDAS Domain I (Active, Successful Student Participation), I saw many good things during my observation visit. My perceptions are summarized below.

- Students are actively engaged in learning.
- Students are successful in learning.
- Student behaviors indicate learning is at a high cognitive level.
- Students are self-directed/self-initiated as appropriate to the lesson objectives.
- Students are connecting learning to work and life applications.

Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

- No recommendations at this time.
- Keep up the good work.
- Students should be more actively engaged in learning.
- Lessons should lead to success in learning.
- Student behaviors should indicate learning is at a high cognitive level.
- Students should be self-directed/self-initiated when appropriate to lesson objectives.
- Students should be able to connect learning to work and life applications.

Comments

You seem to have a genuine, caring relationship with your students.

Bill Craig
Principal

Date

PDAS Domain 2 Walkthrough Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: Algebra

Time: 5th Hour

Observer: Bill Craig

Perceptions

Focusing my observation on PDAS Domain II (Learner-Centered Instruction), I saw many good things during my observation visit. My perceptions are summarized below.

Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.
Instructional content is learner-centered (relates to the interests & varied characteristics of students).
Instructional strategies promote critical thinking and problem solving.
Instructional strategies include motivational techniques to successfully and actively engage students.
Instructional strategies are aligned with the objectives, activities, & student characteristics.
The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.
The teacher emphasizes the value and importance of the activity/content.
The teacher uses appropriate questioning and inquiry techniques to challenge students.
The teacher makes appropriate and effective use of available technology.

Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

No recommendations at this time. Keep up the good work.
Objectives & goals should include basic knowledge/skills & central themes/concepts of the discipline.
Content should be learner-centered (relate to the interests & varied characteristics of students).
Instructional strategies should promote critical thinking and problem solving.
Instruction should include motivational techniques to successfully and actively engage students.
Instructional strategies should align with objectives, activities, & student characteristics.
The teacher should vary activities appropriately & maintain appropriate pacing and sequencing of instruction.
The teacher should emphasize the value and importance of the activity/content.
The teacher should use appropriate questioning and inquiry techniques to challenge students.
The teacher should make appropriate and effective use of available technology.

Comments

You seem to have a genuine, caring relationship with your students.

Bill Craig
Principal

Date

PDAS Domain 3 Walkthrough Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: English

Time: 4th Hour

Observer: Bill Craig

Perceptions

Focusing my observation on PDAS Domain III (Evaluation/Feedback on Student Progress), I saw many good things during my observation visit. My perceptions are summarized below.

Academic progress of students is monitored and assessed.

Assessment and feedback are aligned with goals and objectives and instructional strategies.

Assessment strategies are appropriate to the varied characteristics of students.

Student learning is reinforced.

Students receive specific constructive feedback.

The teacher provides opportunities for relearning and re-evaluation of material.

Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

No recommendations at this time.

Keep up the good work.

Student academic progress should be monitored and assessed.

Assessment and feedback should align with goals and objectives and instructional strategies.

Assessment strategies should be appropriate to the varied characteristics of students.

Student learning should be reinforced.

Students should receive specific constructive feedback.

The teacher should provide opportunities for relearning and re-evaluation of material.

Comments

You seem to have a genuine, caring relationship with your students.

Bill Craig
Principal

Date

PDAS Domain 4 Walkthrough Summary

Teacher: Sally Jones

Date Observed: 02/15/2011

Subject: Reading

Time: 2nd Hour

Observer: Bill Craig

Perceptions

Focusing my observation on PDAS Domain IV (Management - Discipline Instruction Time), I saw many good things during my observation visit. My perceptions are summarized below.

The teacher effectively implements the discipline-management procedures approved by the campus.
The teacher promotes and encourages self-discipline and self-directed learning as appropriate.
The teacher interacts with students in an equitable manner, including the fair application of rules.
The teacher specifies expectations for desired behavior.
The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.
The teacher reinforces desired behavior when appropriate.
The instructional materials selected by the teacher are equitable.
The teacher effectively and efficiently manages time and materials.

Reflections

I encourage you to reflect on the areas listed below and consider what changes, if any, might be warranted.

No recommendations at this time.
Keep up the good work.
The teacher should implement the discipline-management procedures approved by the campus.
The teacher should promote & encourage self-discipline and self-directed learning as appropriate.
The teacher should interact with students in an equitable manner, including the fair application of rules.
The teacher should specify expectations for desired behavior.
The teacher should intervene and re-direct off-task, inappropriate or disruptive behavior as needed.
The teacher should reinforce desired behavior when appropriate.
The instructional materials selected by the teacher should be equitable.
The teacher should manage time and materials effectively and efficiently.

Comments

You seem to have a genuine, caring relationship with your students.

Bill Craig
Principal

Date